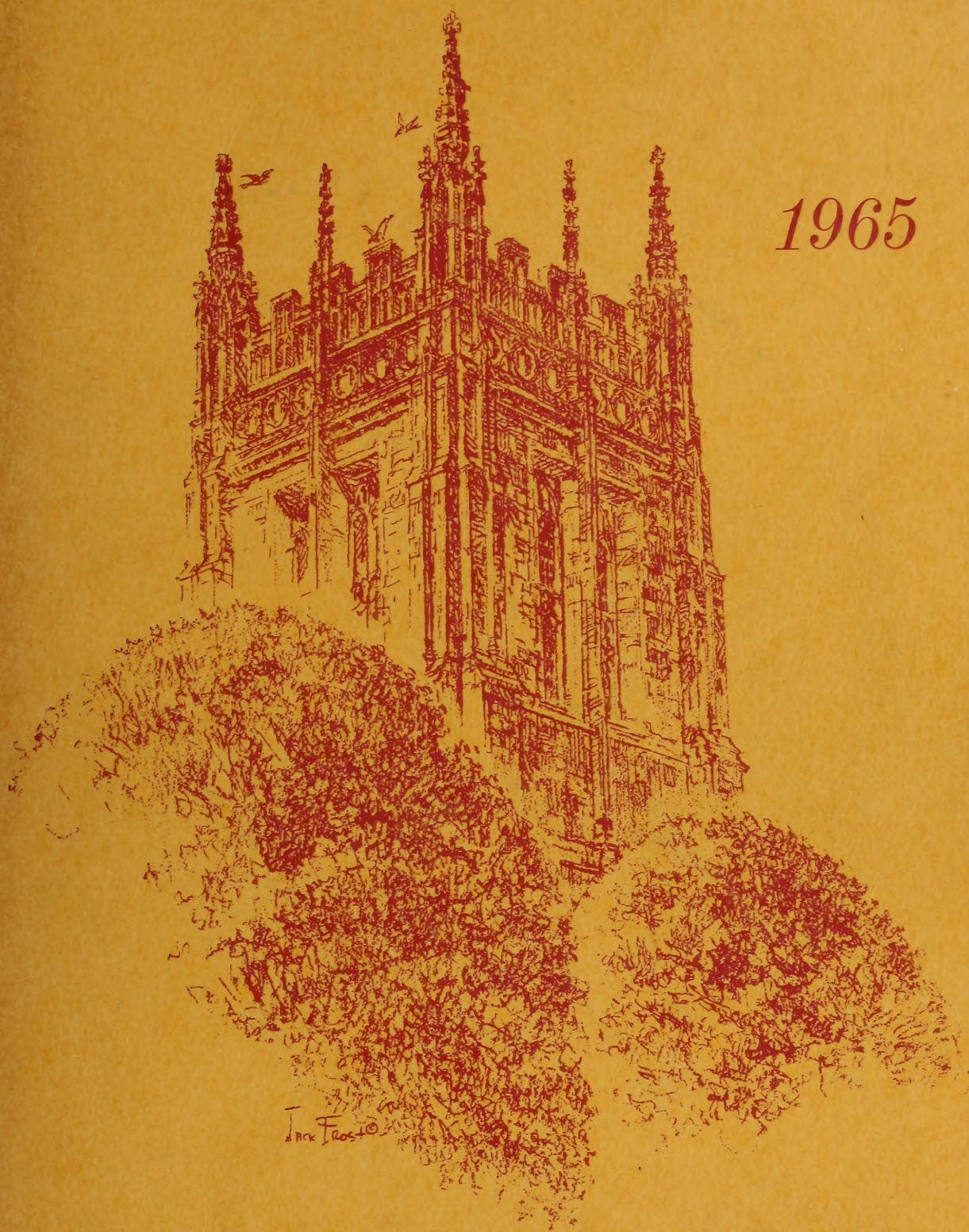


BOSTON COLLEGE BULLETIN

1965



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CHESTNUT HILL, MASSACHUSETTS 02167

Volume XXXVI - No. 10

BOSTON COLLEGE BULLETIN

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Graduate School of Business Administration will publish July 30, 1965.

School of Social Work will publish August 13, 1965.

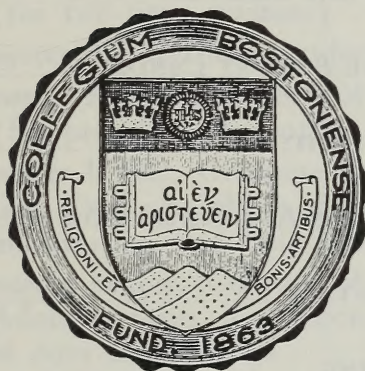
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UNIVERSITY CALENDAR OF REGISTRATION

1965

SPRING TERM

Jan.	4-9	Semester Registration; Evening College of Arts, Sciences and Business Administration
Jan.	4-14	Semester Registration; Graduate School of Business Administration
Jan.	18-22	Semester Registration; Colleges of Arts and Sciences, Business Administration, Education, and Nursing
Jan.	20-22	Semester Registration; Law School
Jan.	28	Semester Registration; School of Social Work (for full-time students)
Jan.	29-30	Semester Registration; Graduate School of Arts and Sciences
Jan.	29	Semester Registration, School of Social Work (for part-time students)
Feb.	1	Semester begins: Graduate School of Business Administration, Evening College of Arts, Sciences and Business Administration, and Field Work, School of Social Work
Feb.	3	Semester begins; Colleges of Arts and Sciences, Business Administration, Education, Nursing; Graduate School of Arts and Sciences
June	7	University Commencement

SUMMER SESSION

June	10	Summer Term begins, Graduate School of Business Administration
June	23-24	Registration, Summer Session
June	28	Summer Session begins
Aug.	6	Summer Session ends
Aug.	9	Summer Term ends, Graduate School of Business Administration

FALL TERM

Aug.	30-	Semester Registration, Graduate School of Business Admin-
Sept.	16	istration
Sept.	7-11	Semester Registration, Evening College of Arts, Sciences and Business Administration
Sept.	13-17	Semester Registration, Colleges of Arts and Sciences, Business Administration, Education and Nursing
Sept.	15-16	Semester Registration, Graduate School of Arts and Sciences
Sept.	15-17	Semester Registration, School of Social Work
Sept.	17	Semester Registration, Law School
Sept.	20	Semester begins. All Divisions of the University

THE UNIVERSITY

Boston College is one of twenty-eight Jesuit colleges and universities in the United States. The university traditions of Boston College derive from four centuries of academic experience and educational idealism of the Society of Jesus which since its foundation by Ignatius Loyola in 1534, has established and conducted institutions of higher learning throughout the world. The foundation of Boston College arose from the labor of the first Jesuit community in New England, established at St. Mary's in Boston, in 1849. In 1857, John McElroy, S.J., first Superior of the Jesuit community at St. Mary's, purchased the land and erected the collegiate buildings on Harrison Avenue, in Boston, the location of the college for fifty years.

On April 1, 1863, the College received from the Commonwealth of Massachusetts a university charter empowering the Board of Trustees to confer degrees usually granted by colleges in the Commonwealth, except medical degrees. This single restriction in the charter was removed by legislative amendment, approved April 1, 1908. John Bapst, S.J., was the first President of Boston College, and inaugurated the program of college instruction on September 5, 1864. In 1907, President Thomas I. Gasson, S.J., secured the land which is the site of the present campus at Chestnut Hill. In 1913, the College was moved to the Chestnut Hill campus.

The College of Arts and Sciences, the College of Business Administration, the School of Education, the Graduate School of Arts and Sciences, the Graduate School of Business Administration, the School of Nursing, the Law School, the Evening College of Arts, Sciences and Business Administration, The Institute of Adult Education and the Summer Session are conducted on the Chestnut Hill Campus. The School of Social Work is located at 126 Newbury Street, in downtown Boston. The School of Liberal Arts in Lenox, the School of Philosophy and the School of Theology in Weston are restricted to student members of the Society of Jesus. Weston Observatory, the geophysical laboratory and the seismology station of the University, is situated in Weston, Massachusetts, about six miles from Chestnut Hill.

THE UNIVERSITY OBJECTIVE

As a Jesuit educational institution, Boston College shares with all other Catholic schools the purpose defined by Pope Pius XI in His encyclical on Christian Education:

"To cooperate with divine grace in forming the true and perfect Christian."

As an institution of higher learning, Boston College has its objective the conservation, the extension, and the diffusion of knowledge by means of the schools, colleges, institutions, and resources of the University with the purpose of imparting, in the tradition of Christian humanism, an understanding of the unity of knowledge, and appreciation of our intellectual heritage, a dedication to the advancement of learning, and a sense of personal and social responsibility as all of these are known in the light of reason and Divine Revelation.

ACCREDITATION

The University is a member of, or accredited by, the following educational institutions: The American Association of Colleges for Teacher Education, The American Association of Collegiate Schools of Business, the American Association of University Women, the American Bar Association, the American Chemical Society, the American Council on Education, the Association of American Colleges, the Association of American Law Schools, the Association of University Evening Colleges, the Association of Urban Universities, the Board of Regents of the University of the State of New York, the College Entrance Examination Board, the Council on Social Work Education, the Jesuit Educational Association, The International Association of Universities, the International Associations of Catholic Universities, the National Catholic Education Association, the National Commission on Accrediting, the Accrediting Service of the National League for Nursing, the New England Association of Colleges and Secondary Schools, and other similar organizations.

The schools of the University and the dates of establishment are noted below:

The College of Arts and Sciences, 1863

The Summer Session, 1924

The Graduate School of Arts and Sciences, 1925

The College of Liberal Arts, Lenox, 1927

The School of Philosophy, Weston, 1927

The School of Theology, Weston, 1927

The Law School, 1929

The Evening College of Arts, Sciences and Business
Administration, 1929

The School of Social Work, 1936

The College of Business Administration, 1938

The Institute of Adult Education, 1945

The School of Nursing, 1947

The School of Education, 1952

The Graduate School of Business Administration, 1957

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School of Nursing 164 Howard Street, Newton
- ROBERT B. RUSSELL, A.M., *English*
Evening College 20 Auckland Street, Dorchester 25

- RT. REV. J. JOSEPH RYAN, S.T.D., M.S.D., *Medieval History*
 School of Theology St. John's Seminary, Brighton
- REV. JAMES M. SCHECHER, S.J., M.S., *Physics*
 School of Philosophy Weston College
- ELEANOR R. SCHROMM, M.S., *Geology*
 College of Arts and Sciences 18 Cabot Street, Winchester
- SAMUEL SHAPIRO, M.B.A., C.P.A., *Accounting*
 Graduate School of Business Administration
 15 Garrison Road, Belmont 78
- REV. SHAWN G. SHEEHAN, A.M., *Liturgy*
 School of Theology St. John's Seminary, Brighton
- SATISH D. SHIRALI, A.M., (cand.) Ph.D., *Mathematics*
 College of Arts and Sciences Perkins Hall 50, Cambridge
- FREDERICK A. SILVER, B.S., *Education*
 Graduate School of Arts and Sciences 62 Cresthill Rd., Brighton 35
- ARSHALOUS SIMEONIAN, Dipl. Law, Dipl. Econ., *Modern Languages*
 College of Arts and Sciences
 219 Commonwealth Avenue, Chestnut Hill
- LOUISE G. SOARES, D.Ed., *Music*
 College of Arts and Sciences 224 Parish Road, Needham Heights
- JOLANE SOLOMON, Ph.D., *Biology*
 College of Arts and Sciences 295 Reservoir Road, Chestnut Hill
- ARNOLD M. SOLOWAY, Ph.D., *Economics*
 Graduate School of Arts and Sciences 21 Kewadin Road, Waban 68
- RICHARD STEINMAN, M.S., *Social Work*
 School of Social Work 96 Winter Street, Ashland
- ERIC STENHOLM, M.B.A., LL.B., C.P.A., *Accounting*
 Evening College 137 Walnut Street, Dedham
- LEON STERNFIELD, M.D.
 School of Social Work 360 Ward Street, Newton Center
- ALICE M. STUEKS, R.N., M.S., *Nursing Education*
 School of Nursing 205 Kent Street, Brookline
- CHARLES L. SULLIVAN, M.D., *Medical Information*
 School of Social Work 697 Cambridge Street, Brighton
- RT. REV. STANISLAUS T. SYPEK, Ph.D., *Sociology*
 Evening College 22 Eldridge Road, Jamaica Plain
- OVERTON H. TAYLOR, Ph.D., *Economics*
 College of Arts and Sciences 540 Huron Avenue, Cambridge
- DANIEL C. TOUMBAKIS, A.M., (cand.) Ph.D., *Political Science*
 Evening College 1301 Commonwealth Avenue, Allston
- ISABELLE VALADIAN, M.D., *Medical Information*
 School of Social Work 53 Moraine Street, Jamaica Plain
- SISTER MADELEINE CLEMENCE VAILLOT, S.P., Ph.D., *Nursing Education*
 Graduate School of Arts and Sciences St. Anne's Hospital, Fall River
- JOHN L. ZIMKA, M.A., (cand.) Ph.D., *Business*
 College of Business Administration 49 Auburn St., Ext., Framingham

FELLOWS AND ASSISTANTS

TEACHING FELLOWS

THOMAS P. ADLER A.B., Boston College	English
J. RICHARD BATH B.S., State College at Salem; M.Ed., Boston University	Education
JOHN W. BAY A.B., Saint Ambrose College; M.A., Boston College	Economics
REVEREND DANIEL M. BOLAND A.B., University of Notre Dame; M.A., College of the Holy Cross; M.A., University of Notre Dame	Education
NOREEN M. T. BROWN A.B., Rosary College; M.S., University of Wisconsin	Economics
CAROL M. BYRD A.B., College of Saint Teresa; M.A., Boston College	Economics
ERNEST W. CARLSON B.S., Massachusetts Institute of Technology	Economics
JAMES V. CAROTENUTO A.B., Xavier University	English
CHARLES E. CARR A.B., Boston College	Mathematics
EUGENE P. COYLE A.B., Providence College	Economics
ROSE MARIE DICKSON A.B., Saint Mary's Dominican College; M.Ed., Loyola University	Education
MARY A. DOBBIN A.B., Catholic University of America	English
FREDERICK J. DOREY A.B., Boston College	Mathematics
JOHN G. DRISCOLL A.B., Saint Francis Xavier University (Nova Scotia)	Mathematics
JOSEPH J. DUBOIS A.B., Boston College	Mathematics
LOUIS A. ESPOSITO B.S., Saint Peter's College	Economics
RALPH P. FRANCESCONI A.B., Amherst College; M.S., Boston College	Biology

STANLEY J. GALEK A.B., LaSalle College	Modern Languages
PAUL F. HAAS B.S., John Carroll University; M.A., Boston College	Economics
DANIEL E. HUGHES A.B., Merrimack College	Mathematics
JOHN R. HUSSEY A.B., Saint Anselm's College	Classics
PRINCE ALBERT JACKSON B.S., Savannah State College; M.S., New York University	Education
OLGA P. KARMAZ A.B., Boston University	Modern Languages
GERARD F. KIERNAN A.B., Boston College	Mathematics
GEORGE M. KNUETTEL A.B., Providence College	Modern Languages
CHARLES O. KRONCKE B.S., Saint John's University; M.B.A., University of Pittsburgh	Economics
THOMAS E. LUDDY A.B., Boston College	English
IVY C. LYEW A.B., Mount Saint Mary College	Modern Languages
CYNTHIA E. LYLE A.B., Rice University	English
HERBERT MALICK B.S., Boston University; M.Ed., Boston University	Education
WILLIAM E. MCCARRON A.B., College of the Holy Cross	English
DOUGLAS H. MCCAY B.S., John Carroll University	English
JOHN M. McLAUGHLIN A.B., Boston College	Mathematics
JAMES A. McMAHON A.B., Saint Vincent College	Economics
JAMES W. MEEHAN A.B., Saint Vincent College	Economics
ANNETTE J. MORANTE A.B., Emmanuel College	Modern Languages
EDWARD J. MULHOLLAND A.B., Saint Vincent College	Economics

R. MICHAEL MURRAY B.S., Boston College	Mathematics
MONIQUE PAUL A.B., Marygrove College	Economics
JOSEPH F. PETRIE A.B., Saint Anselm's College	Economics
ELLEN T. REED B.S., Emmanuel College	Economics
DENNIS J. SABO B.S., Farleigh Dickinson University; M.S., Boston College	Biology
CAROLMARIE SMITH B.S., Boston College; M.S., University of Massachusetts	Biology
RAYMOND G. TORTO A.B., Boston College	Economics
MARY L. VOLKMER A.B., Brescia College	Modern Languages
FLORIAN WAWRZYNIAK B.S., Loyola College	Economics
KARL A. WESOLOWSKI B.S., Lebanon Valley College	Economics

RESEARCH ASSISTANTS

JOHN H. BRADSHAW B.S., Boston College	Physics
BERNARD M. HALPIN, JR. B.S., Merrimack College	Chemistry
JOSEPH C. HOGAN, JR. B.S., Boston College	Chemistry
ANTHONY B. LACONTI A.B., Suffolk University; M.S., Boston College	Chemistry
VICTOR E. LAGARDE B.S., Loyola University	Physics
EDWARD M. MCCARRON B.S., Merrimack College	Chemistry
ROBERT C. REARDON B.S., Boston College	Chemistry
JOAN E. SHIELDS A.B., Regis College; M.S., Tufts University	Chemistry
PAUL C. WATTS B.S., University of Massachusetts	Chemistry

GRADUATE ASSISTANTS

JOHN L. ANDRONICA A.B., College of the Holy Cross	Classics
DAVID H. BARLOW A.B., University of Notre Dame	Psychology
ROCCO S. BARRESE B.S., Niagara University	Chemistry
MARIE A. BONELLO A.B., Emmanuel College	Education
JOANNE M. BRABSON A.B., Marygrove College	Psychology
FRANCIS F. BREEN B.S., Merrimack College	Economics
DANIEL F. CALLAHAN A.B., Saint John's Seminary	History
ROBERT D. COHN A.B., Loyola University	Economics
CAROL A. COMPOSTO A.B., Marymount Manhattan College	Economics
ANNE R. CONLEE A.B., College of Our Lady of the Elms	Modern Languages
MARY C. CONNORS A.B., College of Saint Rose	History
WILLIAM F. CONNORS A.B., Boston College	Economics
MARJORIE L. CORCORAN B.S.Ed., State College at Bridgewater	Education
SAMUEL J. COSTANZO B.S., Niagara University	Chemistry
PAULINE L. CUSANO B.S., Saint Bonaventure University	Economics
VERLENE F. DANIEL B.S., Webster College	Biology
GALE A. D'AQUILA A.B., Immaculata College	Biology
ROBERT A. DEMERS B.S., State College at Bridgewater	Chemistry
THOMAS A. DEVASIA A.B., Saint Joseph's College (Trichinopoly); A.M., Loyola College (Madras)	History
GEORGE M. DOHERTY B.S., Boston College	Chemistry

JOHN J. DONNELLY B.S., College of the Holy Cross	Philosophy
ANN M. DUNN B.S., Boston College	Mathematics
GEORGE D. ENSLEE B.S., Drew University	Physics
JANICE M. FOSS A.B., Regis College	Chemistry
KENNETH R. GAMBLE A.B., Gannon College	Psychology
ANNE K. GARVIN A.B., Boston College	History
FRANCIS R. GENDREAU A.B., Stonehill College	Philosophy
MARY R. GILBERT A.B., Southeastern Louisiana College	English
ELLEN M. GILLESPIE A.B., Regis College	Modern Languages
JAMES D. GLEESON A.B., Iona College	History
RUDOLPH W. GOETZ B.S., Massachusetts Institute of Technology	Chemistry
MARY S. GUSSENHOVEN A.B., Mount Holyoke College; A.M., University of Minnesota	Physics
ROGER M. HANZES A.B., College of the Holy Cross	Chemistry
JOHN J. HEISE B.S., Loyola College	Economics
RICHARD I-FU HO B.S., Tunghai University (Taiwan)	Chemistry
FRANCIS C. HOFSTAEDTER B.S., Saint Joseph's College	Physics
JOAN G. HOWLETT B.S.Ed., Saint John's University	English
JOEL W. JANSKY B.S., Boston College	Biology
MARCIA J. KARBOWNICZAK A.B., Regis College	Political Science
HENRY J. KELLER A.B., Wells College	Audio-Visual Aids
JOSEPH H. KING B.S., Boston College	Physics

PETER D. KLEIN A.B., Clark University	Psychology
JOHN J. LARKIN B.S., Boston College	Physics
JANE M. LEITCH B.S., Saint Francis College	Education
PATRICIA A. LUBEN A.B., Regis College	Modern Languages
HENRY A. LUCAS A.B., Saint Francis College	Economics
JOHN J. MAGUIRE B.S., Boston College	Physics
ROBERT H. MAHER B.S.Ed., State College at North Adams	Chemistry
CAROL J. MARESCA A.B., Albertus Magnus College	English
RONALD J. MARTINO B.S., Boston College	Chemistry
GIORGIO MATELLI B.S., Tufts University	Physics
JUDITH A. MAZZA A.B., Emmanuel College	Education
MARTIN S. McDONOUGH B.S., Iona College	Physics
JAMES E. MCGREGOR A.B., College of the Holy Cross	Philosophy
GERALD J. MCKENNA B.S., Canisius College	Economics
JOHN J. MCMAHON A.B., Saint Michael's College	Sociology
BARBARA H. MURPHY A.B., Regis College	Economics
JANICE E. MURPHY A.B., College of Saint Elizabeth	Biology
ELINOR M. O'BRIEN A.B., Emmanuel College; M.Ed., Boston University	Biology
JOSEPH R. O'CONNOR B.S., Tufts University; M.S., Boston College	Physics
EUGENE J. PAOLUCCI B.S., Fordham University	Audio-Visual Aids
THOMAS F. PAONE A.B., Boston College	Mathematics
JOANN M. PATTERSON A.B., College of Saint Mary of the Springs	Biology

HOLLY H. PAYNE	English
A.B., Brandeis University	
FREDERICK T. PHEIFFER	Political Science
A.B., Saint Francis College	
MARY A. POWERS	Biology
B.S., Good Counsel College	
JOSEPH P. QUINLAN	History
A.B., Fordham University	
FRANCIS X. QUINN	Chemistry
B.S., Boston College	
JUDITH K. SHAMBAUGH	Biology
A.B., College of Mount Saint Joseph	
THOMAS P. SHAUGHNESSY	Physics
B.S., Boston College	
PAUL F. SHAVER	Chemistry
B.S., Fairfield University	
JAMES D. SIMON	Biology
B.S., University of Notre Dame	
DONALD J. SLOVER	Education
A.B., Providence College	
NORMAN SOLOWAY	Chemistry
B.S., Massachusetts Institute of Technology	
LOUIS SORRIERO	Chemistry
B.S., Southern Connecticut State College	
ELAINE A. STEIN	Chemistry
A.B., Brandeis University	
JACQUELINE A. STEWART	Geophysics
B.S., Fordham University	
JOHN E. TRAMONDOZZI	Chemistry
B.S., Boston College	
SAMUEL UVA	Physics
B.S., LeMoyne College; M.S., Boston College	
GARY C. VEZZOLI	Geophysics
B.S., Fordham University	
FRANK T. VITRO	Intramurals
B.S., University of Notre Dame	
THOMAS F. WALL	Philosophy
B.S., College of the Holy Cross	
WILLIAM A. WALL	Physics
B.S., Canisius College	
DAVID S. WARDE	Audio-Visual Aids
A.B., College of the Holy Cross	
BEVERLY YAHR	Psychology
B.S., Pennsylvania State University	

THE COLLEGE OF ARTS
AND SCIENCES



CHESTNUT HILL, MASSACHUSETTS 02167

THE COLLEGE OF ARTS AND SCIENCES
OFFICERS OF ACADEMIC ADMINISTRATION

REV. JOHN R. WILLIS, S.J., PH.D., *Acting Dean*

HENRY J. McMAHON, A.M., *Assistant Dean*

ALBERT M. FOLKARD, A.M., *Director of the Honors Program*

F. CLIFFORD McELROY, A.B., M.L.S., *Science Librarian*

WESTON M. JENKS, JR., A.M., M.ED., *Director of Guidance*

RUSSELL W. MASTERSON, M.ED., *Assistant Director of Guidance*

VINCENT L. LIUZZI, M.ED., *Guidance Counselor*

EILEEN M. TOSNEY, A.M., *Registrar*

REV. JOHN A. HINCHEY, S.J., A.M., S.T.L., *Dean of Men*

REV. RICHARD G. SHEA, S.J., A.M., S.T.L., *Student Counselor*

JAMES P. McINTYRE, M.ED., *Assistant Director of Admissions*

MARY J. MCCARTHY, A.M., *Assistant Director of Admissions*

ACCREDITATION

The University is a member of, or accredited by, the following educational associations: The American Association of Collegiate Schools of Business, the American Bar Association, the American Chemical Society, the American Council on Education, the Association of American Colleges, the Association of American Law Schools, the Association of University Evening Colleges, the Association of Urban Universities, the Board of Regents of the University of the State of New York, the Council on Social Work Education, the International Association of Universities, the Jesuit Educational Association, the National Catholic Educational Association, the Accrediting Service of the National League for Nursing, the Council on Student Travel, the New England Association of Colleges and Secondary Schools, and other similar organizations.

VETERANS

Boston College is approved for the education and training of veterans under the various veterans' laws. All veterans who are eligible for training under Public Law 550 are advised to consult the Director of Admissions regarding final vocational objective and academic degree before applying for benefits under this law. Veterans are personally responsible for all tuition and fees.

RELIGION

In the admission of students, no discrimination is made on the ground of religious belief. Non-Catholic students who enter Boston College are not obliged to attend religious services, nor are they obliged to take any of the courses in theology which run through the four years of the prescribed program.

For the Catholic student who is admitted to Boston College there is a carefully integrated course in theology which covers the entire cycle of Catholic doctrine and moral teaching. In this way the student is provided a solid background of knowledge of his faith and the Christian code of life. Opportunities are present for attendance at Mass, for the reception of the sacraments of the Eucharist and Penance, and for membership in the League of the Sacred Heart and the Sodality of Our Lady. Each year a retreat of three days is given and every Catholic student is obliged to follow the Spiritual Exercises of St. Ignatius. And, most important of all, an atmosphere of religious faith permeates the campus and lecture halls.

OBJECTIVES

Boston College is a Catholic university which is a member of the Jesuit Educational Association. As such, it is associated in objectives with the 28 other Jesuit Colleges in the United States and continues a 400-year-old tradition of education according to the principles of the Jesuit *Ratio Studiorum*.

As a Catholic university, its ultimate objective is best expressed in the words of Pius XI in his *Encyclical on the Christian Education of Youth*:

The true Christian, product of Christian doctrine, is the supernatural man who thinks, judges, and acts constantly and consistently in accordance with right reason, illumined by the supernatural light of the example and teaching of Christ; in other words, to use the current term, the true and finished man of character.

As a Jesuit university, it follows the Jesuit tradition of belief in the particular excellence of a Liberal Arts Education in achieving this ultimate objective of a mature and rounded development of the student's natural abilities, perfected by supernatural grace. Accordingly, through all four years there is a carefully integrated program of Liberal Arts courses. This program endeavors specifically to train the minds of its students in clear, logical, and accurate thinking through such courses as Logic, Mathematics, and Natural Sciences. It strives to develop the student's ability for clear and forceful self-expression through courses in English Composition, Rhetoric, and Languages. It seeks to inculcate a knowledge of human nature through the study of Literature; a knowledge of the past through an understanding of modern society in the light of its past history, as well as through studies in Modern History and Modern Social and Moral Philosophy. Finally, and most important in its Liberal Arts program, Boston College emphasizes for all students a clear knowledge and appreciation of ultimate religious, philosophical, and moral values through its courses in Philosophy and Theology. In the teaching of this Liberal Arts curriculum, a special effort is made to follow the fundamental principle of the Jesuit *Ratio Studiorum*:

The Student should be induced to work at his studies and develop himself by self-activity rather than by passive listening; apart from the mere acquisition of information, the natural powers and talents of the students must receive training and development.

In addition to this basic Liberal Arts program, Boston College strives to provide the student with a solid undergraduate foundation in one of the following areas of study which the student may elect as a major field of concentration: Biology, Chemistry, Classics, Economics, English, Geology, History, Mathematics, Modern Languages, Natural Sciences, Philosophy, Physics, Political Science, Psychology, Sociology, and Theology.

Concomitantly with this formal curriculum, Boston College strives to produce "the true and finished man of character" with an extensive co-curricular program. It endeavors to educate the Christian gentleman, not only through its courses, but also through the atmosphere that pervades the campus, and through the opportunity of attending Retreats, Sodality activities, and other spiritual exercises. It seeks to develop the rounded scholar through its many co-curricular activities, such as Debating, Dramatics, the College journals and newspaper, the lecture series, and the various Departmental Academies. And, finally, Boston College believes that a sound mind requires a sound body and provides for its students an extensive and carefully organized program of intra-mural sports.

SPECIAL PROGRAMS AT BOSTON COLLEGE

Boston College provides for academically superior students special programs to meet their particular needs and to provide them with opportunities to undertake courses of study more challenging than the courses in the regular program.

THE HONORS PROGRAM

All entering students with records of superior aptitudes or achievements are interviewed to determine what program will best serve their goals and interests. Those who seem sufficiently motivated to attempt demanding programs of study are invited to become members of the Honors Program and are placed in intensive and accelerated sections of required courses. Honors students may also be admitted to advanced courses without completing the usual prerequisites.

In an effort to discover and encourage talented students, Boston College maintains close liaison with secondary schools to foster the development of Advanced Placement, Sophomore Standing, and Early Admission programs, which are administered by the Director of the Honors Program.

ADVANCED PLACEMENT

Entering Freshmen who have had courses of college-level quality in any subject may apply for Advanced Placement in that subject. Although all students seeking Advanced Placement will ordinarily be required to submit evidence of the quality of work done in the form of Advanced Placement Examination scores, students who have completed work of high distinction in high school, but have not had the opportunity to take these Examinations, may also be considered as candidates for Advanced Placement. Advanced Placement, with credit towards the degree, will usually be granted upon the submission of satisfactory Admission Placement test scores, but, in some instances, the high school record as well as faculty recommendation may also be taken into consideration in determining eventual placement.

SOPHOMORE STANDING

Entering students who have completed work of college-level quality in three or more subjects may apply for admission to the College with rank of Sophomores. Any student admitted to Sophomore Standing is free to complete his degree requirements and be graduated in three years.

No student can be considered for Advanced Placement or Sophomore Standing until he has fulfilled the regular requirements for admission to the College of Arts and Sciences. Those interested in securing Advanced Placement in subjects where examinations are not offered by the Advanced Placement Program, or in securing Sophomore Standing, are urged to write for more specific information.

EARLY ADMISSION

Admission to the Freshman class is occasionally granted to exceptionally able and ambitious students who have not fulfilled all the re-

quirements for a secondary school diploma. Any student of superior achievement and maturity who has completed the eleventh grade of secondary school may apply for Early Admission. All such applications for Early Admission are considered on an individual basis. Any interested student who believes he might qualify is invited to write for instructions on how to apply.

Students admitted under any of the above Programs, as well as students who demonstrate superior achievement in their Freshman year, usually become members of the Honors Program. Honors Students are granted greater freedom in their selection of courses of study and admitted to special seminars. Several meetings of these seminars are conducted by distinguished visiting professors. During their Senior year, Honors Students may qualify for independent study programs and for admission to special and graduate seminars in their major fields.

SCHOLARS OF THE COLLEGE

Toward the end of each academic year, several members of the Junior class who have demonstrated the highest level of academic ability, intellectual maturity, and scholarly accomplishment, will be appointed Scholars of the College. With the guidance of a tutor, Scholars of the College draw up a program of studies, elect courses in some areas without fulfilling prerequisites, attend classes at their own discretion, and may undertake an honors thesis.

JUNIOR YEAR ABROAD

The Boston College Junior Year Abroad Program has as its ideal the complete integration of the American student within a foreign educational structure. Provided he has the necessary language preparation, the student is free to choose the country and university where he wishes to study. If there is an established and supervised program in the university of the student's choice, it is suggested that he take advantage of this opportunity. If there is no such program, then the student enters directly into the university setting and competes on the same basis as others enrolled in the foreign university.

Permission to spend the Junior Year abroad is open to Sophomores, both men and women, in good standing in any of the undergraduate schools of Boston College. To be eligible, the student must have an average of B or better. Once admission to the program is approved, the student discusses with the Director of the Junior Year Abroad Program and the Chairman of the Department of his field of concentration a program of study for both Junior and Senior years. This program is designed to fulfill the requirements for a field of concentration and a degree.

The student is encouraged to prepare examinations in all subjects studied while abroad. These results are received by Boston College and translated into American academic equivalents. At the beginning of Senior year, an oral examination is given to the candidate on his year's work.

ADMISSION, TUITION, AND FEES

ENTRANCE REQUIREMENTS

Application for admission to Boston College must be filed with the Director of Admissions early in the final year of the applicant's secondary school studies. The candidate should request from the Director of Admissions a regular application form and follow carefully the directions given on the application.

All school records must come directly from the Office of the Principal to the Director of Admissions. No record will be accepted as official otherwise. The Committee on Admissions will consider the character, personality, and health of each applicant and those who are judged to show promise of success in scholarly attainments will be declared eligible for admission.

The applicant's field of specialization will in part be determined by the high school preparation. The Director of Admissions is always glad to consult with the principal, guidance director, or student regarding the course of studies. Personal interviews will be arranged. All applications will be carefully examined and all candidates may be assured of personal consideration.

The prerequisite courses for the various majors are listed below. Two years of a foreign language are required for admission to the College of Arts and Sciences. Usually Freshmen are required to continue the study of a foreign language previously undertaken, unless otherwise assigned by the Administrative Board.

MAJORS IN BIOLOGY, CHEMISTRY, PHYSICS, MATHEMATICS, AND GEOLOGY

English 4	Algebra 2
Science (Biology, Chemistry, or Physics)	Plane Geometry 1
Foreign Languages 2	Trigonometry $\frac{1}{2}$
	Other standard courses

MAJORS IN ALL OTHER FIELDS OF CONCENTRATION

English 4	Algebra 2
Foreign Languages 2	Plane Geometry 1
Other standard courses	

METHODS OF ADMISSION

All candidates for admission to the College of Arts and Sciences must complete the Scholastic Aptitude Test in the December or January Series, and three Achievement Tests in the December or January Series. Candi-

dates are urged to take the Scholastic Aptitude Test in December, and the three Achievement Tests in the January Series. All candidates will take the following Achievement Tests: English, Mathematics, and Foreign Language. All candidates will take Mathematics Achievement Test, Level I, unless they have been specifically prepared by their high schools to take the Mathematics Achievement Test, Level II. Candidates are notified of acceptance or rejection approximately ten weeks after the Scholastic Aptitude Test has been taken, provided the applications are on file by January 1.

Application forms and information bulletins for the Scholastic Aptitude Test and three Achievement Tests may be obtained from the high school, or by writing to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey, or to the College Entrance Examination Board, P.O. Box 1025, Berkeley, California. Late applicants will be given particular directions regarding entrance examinations by the Director of Admissions.

All candidates, in addition, must file a regular application for admission to Boston College and should follow the directions on the application carefully and promptly. Application forms and information bulletins may be obtained from the Office of the Director of Admissions, Boston College, Chestnut Hill, Massachusetts 02167.

SCHOLARSHIPS

All scholarship candidates must present "B" grades in all courses and must take the Scholastic Aptitude Test in the December or January Series and the three Achievement Tests in the December or January Series. These tests are administered by the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey, or Box 1025, Berkeley, California. Applications for scholarship are sent to the candidates after receipt of the application for admission. The Parents' Confidential Statement is also required of all scholarship candidates. Evidence of financial need is presented by submitting the Parents' Confidential Statement issued by the College Scholarship Service, P.O. Box 176, Princeton, New Jersey, or P.O. Box 1025, Berkeley, California.

There are one hundred and fifty Boston College Presidential Scholarships awarded each year to students showing outstanding academic ability, character, and leadership. Approximately two hundred partial scholarships and tuition requirements are maintained. The General Motors Scholarship to Boston College, with a maximum grant of \$2000 per year, is awarded each year. All scholarship grants are awarded on the basis of scholastic achievement and financial need, and range from \$100 to \$2000 per year. The total value of Boston College Scholarships for Freshmen each year exceeds \$300,000.

ADMISSION BY TRANSFER FROM OTHER COLLEGES

Candidates for admission to Boston College from another college of approved standing should apply in writing to the Director of Admissions, Boston College, Chestnut Hill, Massachusetts 02167.

The candidate for admission by transfer from another college must present the following: 1—The requirements for admission to the Freshman class. The results of any completed College Board Tests must be sent directly from the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey, or College Entrance Examination Board, Box 1025, Berkeley, California. 2—A regular application for admission to Boston College. 3—An official transcript of all college courses and a statement of honorable dismissal. Only those students will be considered for transfer who have received at least a "B" grade in all courses. Only those courses will be accepted in transfer which are equivalent to courses offered at Boston College. 4—Letter of recommendation from the Dean of the former college. 5—A catalogue of the college from which the candidate is transferring. Applications and transcript will not be accepted unless received directly by mail from schools and colleges previously attended. The formal application and official transcript must be on file no later than June 20.

After an appraisal of the college record, the candidate will be informed of the terms of acceptance and credits allowed in transfer. Transfer students are admitted only in September at the beginning of the academic year. A very limited number of students is accepted in transfer. Transfer students must complete at least two years in residence to qualify for a Boston College degree.

STUDENT RESIDENCE ACCOMMODATIONS

There are fourteen student residence halls on campus: Cheverus, Claver, Fenwick, Fitzpatrick, Gonzaga, Kostka, Loyola, O'Connell, Roncalli, Southwell, Shaw, Welch, Williams, and Xavier.

The fee for board and room on campus is \$950 for the academic year. This fee also includes health, mail, and linen service charges.

Living facilities are also available in a number of approved private residences in the vicinity of the campus.

Student residence accommodations and room assignments are under the supervision of the Director of Resident Students. Address requests to:

DIRECTOR OF RESIDENT STUDENTS

Boston College

Chestnut Hill, Massachusetts 02167.

METHOD OF REGISTRATION

1. Students must register at the beginning of each Semester.
2. Bills for First Semester Tuition and Fees will be sent during August. Bills for Second Semester Tuition and Fees will be sent during December.
3. Payment is to be sent before the date indicated on the bill by check or Postal Money Order made payable to Boston College—Arts and Sciences—and addressed to the Office of the Treasurer, Boston College, Chestnut Hill, Massachusetts 02167.
4. Upon receipt of payment in full, the Treasurer will send notice to the Registrar's Office that the student is eligible to register.
5. The student will present himself to the Registrar's Office on the day appointed for his Class to register. He will be given cards of admission to all courses.
6. No student will be allowed to enter class without this Class Card issued at the Registrar's Office. Any student not present for the formal opening of classes should know that this absence will be counted among the limited number of absences which are allowed before a deficiency is incurred.
7. Since financial obligations must be met before registration will be permitted, it is important that full payment be received by the Treasurer's Office before Registration Day.
A fee of \$10.00 will be assessed for Late Registration.

TUITION AND FEES

The payment of Tuition and of Science and Registration Fees is to be made by check or Postal Money Order and mailed to the Treasurer's Office.

Tuition is to be paid semi-annually.

Fees are to be paid semi-annually.

- (1) First Semester Tuition and Fees are due before registration in September.

Tuition: \$600.

Registration Fee: for Freshmen and new students—\$10.

Total: For Upper Classmen—\$600 plus Fees. For Freshmen and new students—\$610 plus Fees.

- (2) Second Semester Tuition and Fees are due before registration in January.

Tuition: \$600 plus Second Semester Fees.

Holders of scholarships are not exempt from the payment of Registration, Acceptance Deposits, Insurance and Fees at the time prescribed.

If a student does not enter the year the Acceptance Deposit Fee is paid, this Fee is not applicable to any further year.

Students who have not met their financial obligations to the University by the end of either semester will be held out of one examination. This examination will be considered as an Absentee Examination for which there is a \$10.00 charge.

SUMMARY OF ANNUAL EXPENSE REQUIREMENTS

GENERAL FEES

Application Fee (not refundable)	\$ 10.00
Acceptance Deposit (not refundable, but applicable to First Semester Tuition)	100.00
Registration for new students (not refundable)	10.00
Late Registration — Additional	10.00
Tuition — Payable Semi-annually	1,200.00
Student Accident Insurance (required)	7.50
Student Sickness Insurance (optional)	12.00
Student Identification Card (Freshmen only)	2.00

SPECIAL FEES

Absentee Examination	\$ 10.00
Biology Laboratory — per semester	25.00
*Certificates, Transcripts, etc.	1.00
Change of Course	10.00
Change of Individual Subject	5.00
Chemistry Laboratory — per semester	25.00
Computer Course Laboratory Fee — per semester	25.00
Extra Course — per semester hour credit	40.00
Geology Laboratory — per semester	25.00
Graduation	10.00
Language Laboratory — per semester	5.00
Physics Laboratory — per semester	25.00
Special Students — per semester hour credit	40.00
Statistics Laboratory — per semester	10.00

**No transcript will be sent from the Dean's Office during periods of Final Examinations and Registration.*

ADDITIONAL EXPENSES FOR RESIDENT STUDENTS

Board, Room, Health, Mail, and Linen Service Fees— per semester	\$ 475.00
Room Guarantee Deposit	100.00
(refundable after student completes his residence at the University, either by graduation, or by withdrawal in good standing, provided the student has completed one year in residence)	

For further information, address correspondence to:

DIRECTOR OF RESIDENT STUDENTS

Boston College

Chestnut Hill, Massachusetts 02167.

The Trustees of the College reserve the right to change tuition rates and to make additional charges within the College whenever such action is deemed necessary.

WITHDRAWALS AND REFUNDS

Fees are not refundable.

Tuition is refundable subject to the following condition:

a. NOTICE OF WITHDRAWAL MUST BE MADE IN WRITING AND DIRECTED TO:

Dean

College of Arts and Sciences

Gasson Hall, Boston College

Chestnut Hill, Massachusetts 02167.

b. The date of receipt of withdrawal notice will determine the amount of the tuition refund.

If formal notice of withdrawal is received within two weeks of first class a refund of 80% of tuition is made.

If formal notice of withdrawal is received within three weeks of first classes a refund of 60% of tuition is made.

If formal notice of withdrawal is received within four weeks of first classes a refund of 40% of tuition is made.

If formal notice of withdrawal is received within five weeks of first classes a refund of 20% of tuition is made.

No refunds are allowed after the fifth week of classes.

If the student does not elect to leave the resulting cash credit balance to his account for subsequent use, he should notify the Treasurer in writing to rebate the cash balance on his account.

PAYMENT OF BILLS

Payment of Tuition and Science and Registration Fees is to be made by check or Postal Money Order, made out for the proper amount, payable to Boston College — Arts and Sciences, and sent to the Treasurer's Office, Boston College, Chestnut Hill, Massachusetts 02167.

MONTHLY PAYMENTS

We are glad to offer the convenient TUITION PLAN for those parents who prefer to pay tuition and other fees in equal monthly installments. The following plans are available at the cost indicated.

One Year Plan	(8 payments)—4% more than Cash Price
Two Year Plan	(20 payments)—5% more than Cash Price
Three Year Plan	(30 payments)—6% more than Cash Price
Four Year Plan	(40 payments)—6% more than Cash Price

The 2, 3, and 4 year plans include Parent Life Insurance for qualified parents. This insurance coverage provides funds for the cost of the remaining period of schooling covered by the contract, if the parent who has signed the contract dies. A descriptive pamphlet will be sent upon request.

The Tuition Plan is optional and is offered solely as a convenience. Additional information on this monthly payment plan and other loan plans available to students may be obtained at the Student Loan Office, Office of the Treasurer, Gasson Hall. Arrangements should be made as far in advance of Registration as possible.

Business with the Treasurer's Office will be transacted during office hours:

Daily:	9:00 A.M. to 4:45 P.M.
Saturdays:	9:00 A.M. to 12:00 Noon (During periods of Registration)

ACADEMIC REGULATIONS

GRADING SCALE

The grading system consists of twelve categories, as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E. A is excellent; B is good; C is satisfactory; D is passing but unsatisfactory; E is failure.

DEGREE WITH HONORS

The degrees of Bachelor of Arts with Honors and Bachelor of Science with Honors are awarded in three grades: *summa cum laude*, with Highest Honors; *magna cum laude*, with High Honors, and *cum laude*, with Honors. Only grades earned in the College of Arts and Sciences are acceptable as a basis for awarding a degree with Honors. At least two full academic years must be spent in the College to establish eligibility for a degree with Honors.

THE DEAN'S LIST

The Dean's List, published at the end of each semester, ranks students according to their averages for that semester in three groups: First Honors, Second Honors, and Third Honors.

REQUIREMENT FOR GOOD STANDING

In order to remain in good standing, a student must maintain a cumulative average of C- as the minimum standard of scholarship, and be free of course deficiencies. Failure to maintain this requirement will result in the student's being placed on warning or on probation, or being required to withdraw from the College, as the Administrative Board shall determine. A student with two deficiencies is automatically ineligible to participate in any extracurricular activities or in intercollegiate sports. A student who has one deficiency is ineligible if his scholastic average for the semester is not at least C-. In order to hold class office a student must have an average of C, be free of course deficiencies, and conduct himself in a manner worthy of a student leader.

COURSE DEFICIENCY

Failure to achieve a passing grade in a course for a semester results in a deficiency, which can be made up only by repetition of the course during the Summer School sessions at Boston College or at another accredited college. Credit for such a course will not be granted unless the approval of the Assistant Dean has been previously obtained. A course deficiency which has not been made up prevents a student from registering for the Fall semester or, in the case of a Senior, from being awarded his degree on time.

A student who incurs three deficiencies will be required to withdraw from the College. A student who incurs two deficiencies will be required to withdraw from the College, if the Administrative Board so determines.

COLLEGE REGULATIONS

GENERAL

In order to remain in good standing, a student must maintain a satisfactory standard of scholarship and conduct, must attend college engagements regularly, and must meet all other obligations to the College. The College reserves the right to require the withdrawal at any time of a student who has failed to give satisfactory evidence of earnestness of purpose and active cooperation in all requirements of scholarship and conduct.

CLASS ATTENDANCE

Attendance at all classes is obligatory. Credit for a course will be denied to a student who has absented himself from classes totalling more than twice the number of credits allotted to the course. Dean's List students are exempt from the rule of obligatory class attendance during the semester following the attainment of this honor.

ABSENCE FROM A SEMESTER EXAMINATION

The only excusing cause of absence from a semester examination is a seriously incapacitating illness. In such a case, the student must notify the Office of the Dean or the Office of the Registrar prior to the time of the original examination and subsequently present to the Assistant Dean a written statement from the doctor in attendance, certifying both the fact and the severity of the student's illness on the date of the original examination. A fee of \$10.00 will be charged for each absentee examination.

RETREAT

All Catholic students are required to make a Retreat sometime during the academic year. Failure to comply with this requirement will result in the student's withdrawal from the College.

DRESS

Students will not be admitted to classes unless they conform to minimum standards of good taste in the matter of dress. They are expected to wear suit coats and ties, together with other articles of clothing that show respect for themselves and others.

THE LIBRARIES

There is commonly a strong correlation between the intellectual vigor of a university and the copiousness of its library holdings and their use by faculty and students.

The Library of Boston College, whose holdings passed the 600,000 mark during the academic year 1962-1963, is contained in ten different locations. The principal part of the collection will be found in Bapst Library. Some of the other libraries with which the student will wish to be acquainted are: The Science Library, the Library of the College of Business Administration, the Curriculum Library of the School of Education, the Nursing Education Library, and the Law School Library.

The Bapst Library is open on week days during the school year from 9:00 A.M. to 11:00 P.M., and on Saturdays from 9:00 A.M. to 5:00 P.M. For reading and reference purposes only, the hours are: Holy Days, and holidays, from 9:00 A.M. to 5:00 P.M.; Sundays, 1:00 P.M. to 10:00 P.M.

Students have access to the stacks. All users are strongly urged to ask freely for the assistance of the professional staff, especially the several reference librarians.

STUDENT SERVICES

STUDENT COUNSELOR

In the College of Arts and Sciences a Jesuit priest is appointed as full-time Spiritual Counselor of the students. In this capacity he devotes all his time to the spiritual interests of the students and counsels and advises them in spiritual and other personal matters and problems. He is assisted in the performance of these duties by several other Jesuit members of the Faculty. He also plans and directs a rounded program of spiritual activities for the students throughout the year.

GUIDANCE OFFICE

The College maintains a guidance center, Gasson Hall, Room 114, staffed by professionally trained personnel to assist the student in matters pertaining to educational planning, career decisions, and personal adjustment. This office conducts programs in pre-college guidance, freshman orientation, and study direction, and also provides for individual counseling. Academic failure or achievement inconsistent with a student's ability is sometimes due to emotional and personal problems. Students are offered the opportunity to seek a solution to these personal problems through the aid of psychological counselors. This office serves further as a source of diagnosis and a means of referral in those cases where deep-rooted personality problems demand psychiatric treatment.

OFFICE OF TESTING SERVICES

The testing program of the College provides considerable information to be used, when required, in the process of counseling. For those who may wish more extensive testing for vocational or other purposes, the Office of Testing Services is available. Inquiries regarding this service and the fees involved should be referred to the Director, Room 23, Gasson Hall.

PLACEMENT BUREAU

Boston College offers assistance to students and graduates in solving the problem of employment both during their college course and afterwards. The Placement Office helps them in obtaining information about the nature of requirements of various business and industrial occupations as well as educational and professional positions. It also endeavors to learn of specific opportunities for permanent employment in these fields. While the selection of a business position and the choice of a career must be left to the individual, the Office has information which enables it to assist the applicant in making an intelligent choice. Students are advised to avail themselves of the opportunities for guidance which will be given at regular intervals.

MILITARY CONTACT ADVISORY BOARD

A board of advisors has been set up at Boston College in order to provide information and direction on matters connected with military service. This board consists of lay faculty members who are either veterans or members of reserve units in the various branches of the service. Through this board, students are able to receive most recently released information regarding opportunities in the service, and are able to receive advice on any matters connected with Selective Service or enlistment. Inquiries may be directed to Room 114, Gasson Hall.

FOREIGN STUDENT ADVISER

The University maintains an International Student Office for the information and assistance of all students who are not citizens of the United States. In addition, this Office acts as an information center for foreign nationals in matters relating to non-academic activities. All foreign nationals in the College of Arts and Sciences are required to register with this Office, Gasson Hall, Room 114, at the beginning of each academic term.

STUDENT HEALTH SERVICE

For resident students a registered nurse is in attendance to provide for medical attention in case of sickness or accident, and to supervise hospitalization when it is necessary. The First Aid Room, Cushing 126, is open to all students throughout every class day.

STUDENT ACCIDENT INSURANCE PROGRAM

There is a compulsory student accident insurance program covering all accidents on or off campus. A sickness and hospital insurance, in addition to the accident insurance, is required of all students residing in the Boston College dormitories, or living off campus with boarding privileges at Boston College. The sickness and hospital insurance is available to other students.

DEGREE REQUIREMENTS AND FIELDS OF CONCENTRATION

GENERAL STATEMENT

In furthering the aims of a liberal education the College of Arts and Sciences confers the academic degree of either Bachelor of Arts (A.B.) or Bachelor of Science (B.S.).

The ideal of a liberal education in the arts and sciences at Boston College is to provide the student with the cultural background and the intellectual discipline that are essential to the liberal growth and mature development of his mind and career. Accordingly, a liberal education at Boston College includes required courses in each of the major areas of learning as well as a considerable amount of work in some one field of concentration.

The fields in which a student may concentrate (or major) are: Biology, Chemistry, Classics, Economics, English, Geology, History, Mathematics, Modern Languages, Natural Sciences, Philosophy, Physics, Political Science, Psychology, Slavic Studies, Sociology, Theology. (Pre-Dental, Pre-Medical, and Pre-Legal studies are not fields of concentration; they are career choices. Normally, Pre-Dental, and Pre-Medical candidates elect Biology as their field of concentration.)

Early in his career at Boston College, usually toward the end of his Freshman year, each student makes his final selection of one of these fields of concentration. He is guided in this choice by a faculty adviser, the appropriate administrative officials, and the Chairman of the Department in which he is interested. The various majors or fields of concentration, whose courses make up the larger part of the student's upper divisional work, are so internally arranged as to provide the student with adequate preparation for graduate work in his major field.

PRE-LEGAL STUDIES

Specific pre-legal courses are not prescribed. A sound pre-legal education should develop in the future law student a clear reasoning power, a facility in accurate expression, a mature balance of judgment, and an ability to appreciate the moral, social, and economic problems involved in the administration of justice in modern society. For this purpose, a rigorous liberal arts program is recommended. In the choice of elective courses, the selection of professors is more important than the selection of courses. It is strongly urged that pre-legal students elect professors who exact a large volume of work and independent thinking from their classes. Law study is arduous and critical; it cannot be pursued successfully by cramming information or memorizing conclusions. Elective courses may be taken profitably in accounting, economics, and sociology, and in American and English constitutional history.

MAJOR IN BIOLOGY

The major in Biology is planned to enable students to obtain a thorough preparation in Chemistry and Biology for graduate work in the biological sciences. The fundamentals in every branch of Biology and Chemistry are covered in this curriculum. The emphasis on Chemistry prepares a student especially for any of the experimental branches of Biology. The curriculum is so designed that it allows highly qualified students in senior year to participate in certain courses of the Graduate School. The curriculum gives Pre-medical and Pre-dental students a preparation which meets and exceeds the entrance requirements of medical and dental schools. The curriculum also meets the demands of the Council on Education of the American Medical Association.

MAJOR IN CHEMISTRY

For the applicant who wishes to be a chemist, the Chemistry Department offers a curriculum designed to give an education in Chemistry in a liberal arts atmosphere. In the first three years he covers the four fundamental branches of Chemistry; Inorganic, Analytical, Organic, and Physical. Advanced work is taken in the Senior year, according to the approved plan of the American Chemical Society. A sufficient variety of advanced courses is offered to suit the needs of the student preparing for graduate study, or of the student who will go directly into industry or teaching. Additional elective courses are also available in Biology, Physics, and Mathematics. When the student nears the end of his Junior year, he is guided in the selection of his Senior electives. In the Senior year the student may include in his program original laboratory research, as well as advanced courses. Such subjects as German, Mathematics, and Physics are necessary complements of the Chemistry courses. The Chemistry Department is approved by the Committee on Professional Training of the American Chemical Society.

MAJOR IN CLASSICS

Courses in Classics offered to Freshmen and Sophomores are designed primarily for cultural formation, or general education. Competence in language and appreciation of literature contribute important values for this end.

Courses in Classics offered to Juniors and Seniors are adapted to the varying needs of those who elect them, especially with a view to their preparation for their vocation of life's work. Students preparing for a career in law will find the accurate study of texts helpful for their personal development in original and independent work. Students contemplating a vocation to the priesthood will find it of advantage to concentrate on the ancient languages in view of theological studies. Students who desire proximate preparation for teaching the Classics either in high school or universities will profit from the courses in which classical scholarship in the light of modern research is the direct interest. Still others will find in these courses helpful knowledge of a literary and historical nature for their lives as *educated* men taking their place in the present-day world of intricate political and social relations.

MAJOR IN ECONOMICS

Students major in Economics either for its general value in providing background training for careers in business, law, finance, administration, and similar professions, or because they desire to pursue further graduate study and become professional economists. As economists, majors in Economics will have a choice of the following employment opportunities: 1) college or university teaching; 2) research in governmental offices, in business and industry, in banks, in labor unions, and in private research foundations; 3) administrative or management positions in industry or government; 4) editorial and journalistic positions devoted to business or economic writing and editing; and 5) private advisory and consulting work for many different organizations.

Economists study the whole process through which man makes a living. They study the organization of industries; the labor supply and its use; the commercial banking and credit structure, and government finance, both local and national; international trade and how it is financed; the national income and wealth, its production and distribution; the growth and shifts in population; standards of living; the use and conservation of land and natural resources.

The courses aim at an understanding of the operation of economic systems, which are organized wholes, designed to produce and distribute material wealth for a whole community of men. The system may be on a national scale, or it may be an individual enterprise. It is this orientation of his study toward knowledge of the operation of an economic community as a whole that distinguishes an economist from a business specialist. Logically, if specialized training is desired, it should follow this wider, more fundamental education which develops the economist.

The courses required of all regular undergraduate majors in Economics are Economics 31-32, normally taken in Sophomore year; and Economics 101, 104, 121, and 161, normally taken in Junior year. In the Senior year electives may be chosen from a broad group of courses.

Any student who demonstrates superior ability in Economics 31-32 is eligible to participate in the departmental honors program. This program provides special training in theory and statistics in Junior year, and so prepares the student for certain advanced work in Senior year. The program as a whole insures that any student who wishes to go on to graduate work will have the necessary preparation for taking the graduate record examination in his Senior year, and a sound basis for advanced work in the field. The students in the departmental honors program normally take Economics 105, 106, 121, 124, and 161 in Junior year, and Economics 158 in Senior year, together with the elective courses in the Department which best meet their special needs and interests.

MAJOR IN ENGLISH

The student who majors in English is offered a variety of courses ranging from the earliest period to modern times, from early drama to creative writing. His understanding and, with it, his enjoyment of literature may be developed through intensive study of a single author (Chaucer, Shakespeare, Milton), through the mastery of an entire period (for example, the eighteenth century, the Victorian period), and through the survey of a nation's literary history (American Literature). The immediate satisfaction in such a study is the knowledge gained thereby of man's various responses to the world and of human values as they have been imaginatively expressed with all the resources of our native language.

An English major is not primarily a training for any specific vocation. Students who formerly majored in English, however, are now active especially in the following fields: graduate and professional studies (English is one of the recommended majors for pre-law students); teaching; writing, both creative and commercial; editorial work; public relations; advertising; and business.

MAJOR IN GEOLOGY

The major in Geology is planned to enable the student to obtain a thoroughly sound background for whatever area of Earth Science he may choose for concentrated higher studies in Senior year or in graduate school. In Senior year, and to some extent in Junior year, the courses become somewhat specialized and the programs may be divided generically into "hardrock" and "softrock" geology. The former lies in the fields of Geophysics, Geochemistry, Engineering, Geology, Petrology, Structural Geology, and Mineralogy. For "hardrock" geology a solidly laid foundation in Physics, Chemistry, and Mathematics is requisite. "Softrock" geology, embraces Glacial Geology, Paleontology, and Stratigraphy. For these fields a solid grounding in Biology and Chemistry is required.

MAJOR IN HISTORY

The Department of History offers the undergraduate student a variety of courses in Medieval European, Early Modern and Modern European, Russian, United States, Latin American, and Far Eastern history. The sequence of courses will prepare the student for a career in law, government, foreign service, various international organizations, journalism, or teaching at the elementary and secondary school levels; or for the study of history at the graduate level.

A History major is required to take History 35-36, European Civilization to 1648; History 37-38, European Civilization since 1648; and History 31-32, History of American Civilization. Students judged exceptional by the Department will also enroll in History 39, Introduction to Historical Method. In addition to the prescribed courses, the History major must earn at least twenty-one credits in the elective courses of the Department, twelve of which will normally be in either European or American History. (For the purposes of these regulations, Russian History and Far Eastern History are regarded as subdivisions of, or fields associated with, European History; and Latin American History as a subdivision of American History.) However, without the special permission of the Department, no student majoring in History may earn more than nine credits in the history of any one country, area, or period. Moreover, all History majors will usually have a minor (here defined as fifteen credits) in Government, Economics, Sociology, or Classics, or some other closely related field.

Exceptional students who, in the judgment of the Department, give promise of significant achievement in the field of History may begin in their Junior year, under the direction of a member of the History Department, a special research project which will lead to an Honors Thesis.

MAJOR IN MATHEMATICS

The Department of Mathematics offers programs leading to an A.B. or B.S. degree. The sequence of required mathematics courses in both curricula is: Introduction to Calculus in Freshman year; Calculus and Modern Algebra in Sophomore year; Advanced Calculus in Junior year; and two elective courses (6 semester hours) in Junior or Senior year. Students preparing for graduate work in Mathematics, or for a career as a mathematician in industry, will normally take more mathematics courses than the required minimum. A two semester course in Physics is also required for all Mathematics majors.

MAJOR IN MODERN LANGUAGES

Students majoring in Modern Languages have a choice of French, German, Slavic, or Spanish. The usual requirements for majoring in any of these languages are the completion of a second year college course in the language and the recommendation of the instructor. The undergrad-

uate courses, both required and elective, are designed to give students an intimate acquaintance with the modern forms of the language spoken in the principal foreign countries. Systematic attention is paid to pronunciation, reading, syntax, and conversation. Special emphasis is laid on the study of literature and civilization. Majors will normally be required to take a minimum of three full-year courses; composition and conversation, history of literature, and a specialized course in literature or civilization. The study of a second or third language is an integral part of the language program. The study of secondary languages usually begins in the Sophomore year.

MAJOR IN PHILOSOPHY

The Department of Philosophy at Boston College is committed to a metaphysical realism as its core, but recognizes that every living philosophy must be constantly open to philosophical insights from any source. Hence, the structure of its Christian commitment is animated with an intellectual curiosity that seeks to develop in the student an awareness of and sympathy for any great ideas from the world of men. A program designed for students who plan to do graduate work in the field of Philosophy offers electives which supplement the prescribed Philosophy courses. Juniors should elect upper-division courses offered in the History of Greek Philosophy and the History of Medieval Philosophy. In Senior year, in addition to the prescribed courses in Ethics and the History of Modern Philosophy, the undergraduate majoring in Philosophy may select courses at the Graduate School level, with the approval of the Chairman.

MAJOR IN PHYSICS

The Department of Physics offers a major in Physics with a balanced program of classical and modern physics. The sequence of courses, integrated with the accompanying courses in mathematics, aims primarily at preparing the gifted student for graduate study in physics. At the same time, it endeavors to communicate to the student the basic theoretical and experimental techniques requisite for employment and advancement as a professional physicist. Special arrangements for admission to candidacy for this degree may be made for those exceptional students who, in the judgment of the Department, give promise of significant contributions to the world of physics.

MAJOR IN POLITICAL SCIENCE

Students choosing Political Science as their field of concentration must take the Introduction to Political Science in their Sophomore year. In their Junior and Senior years they take at least 18 credits in Political Science electives, including the required History of Political Thought. The remaining 18 elective credits may be in some closely related field, such as History, Economics, or Sociology. The sequence of courses pre-

prepares the students for the following objectives: government administration, foreign service, law, graduate work, and teaching in the social sciences.

MAJOR IN PSYCHOLOGY

The undergraduate program in Psychology is designed to meet the needs of three classes of students: a) those who wish a sound cultural background in the study of human personality; b) those who wish to acquire a thorough undergraduate training in psychology, as majors, in anticipation of professional graduate study; and c) those who wish a basic understanding of human behavior as a supplement to some other major field of concentration. Students majoring in psychology must take General Psychology, Experimental Laboratory Psychology, Physiological Psychology, and Statistics. They should also take their science requirement in Biology.

MAJOR IN SOCIOLOGY

The undergraduate program in Sociology is designed primarily for students planning graduate work in sociology or in social work. The introductory course provides the student with a background in the fundamental facts, problems, and the structure of American society in preparation for more advanced courses. A special course in the Sociology of the Family is offered because of the importance of the family to the individual and to society as a whole. Other courses in the Sociology of Crime, Race Relations, Industrial Sociology, Social Mobility, Sociological Theory, and the Sociology of American Catholicism provide a comprehensive examination of various areas in the field of Sociology.

MAJOR IN THEOLOGY

The Department of Theology offers a major in Theology to give the undergraduate student the opportunity to investigate the great body of Christian truth that is the foundation of the beliefs of the Western world as well as the basis of its civilization. Courses are offered also in the Liturgy, Patristics, medieval theological thought, and current theology. In Senior year, the undergraduate majoring in Theology may select courses offered at the graduate level, with the approval of the Chairman. The requirement for the major in Theology is sixteen semester hours, plus twelve semester hours of upper-division elective work.

DEPARTMENTS

1964 - 1965

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|---------------------------------|---|
| 1. BIOLOGY | Rev. William D. Sullivan, S.J., <i>Chairman</i> |
| 2. CHEMISTRY | Dr. Robert F. O'Malley, <i>Chairman</i> |
| 3. CLASSICS | Rev. Robert F. Healey, S.J., <i>Chairman</i> |
| 4. ECONOMICS | Rev. Robert J. McEwen, S.J., <i>Chairman</i> |
| 5. EDUCATION | Dr. Vincent C. Nuccio, <i>Chairman</i> |
| 6. ENGLISH | Dr. John L. Mahoney, <i>Chairman</i> |
| 7. FINE ARTS | Dr. Ferdinand L. Rousseve, <i>Chairman</i> |
| 8. GEOLOGY | Rev. James W. Skehan, S.J., <i>Chairman</i> |
| 9. HISTORY | Dr. Thomas H. O'Connor, <i>Chairman</i> |
| 10. MATHEMATICS | Rev. Stanley J. Bezuska, S.J., <i>Chairman</i>
Dr. Joseph A. Sullivan, <i>Associate Chairman</i> |
| 11. MILITARY SCIENCE | Colonel John L. Murphy, U.S.A., <i>Chairman</i> |
| 12. MODERN LANGUAGES | Dr. Normand R. Cartier, <i>Chairman</i> |
| 13. NATURAL SCIENCES | Dr. Robert F. O'Malley, <i>Chairman</i> |
| 14. PHILOSOPHY | Rev. Frederick J. Adelman, S.J., <i>Chairman</i> |
| 15. PHYSICS | Dr. Frederick E. White, <i>Acting Chairman</i> |
| 16. POLITICAL SCIENCE | Dr. Paul T. Heffron, <i>Chairman*</i> |
| 17. PSYCHOLOGY | Rev. James F. Moynihan, S.J., <i>Chairman</i> |
| 18. SOCIOLOGY | Dr. John D. Donovan, <i>Chairman</i> |
| 19. SPEECH | Dr. John H. Lawton, <i>Chairman</i> |
| 20. THEOLOGY | Rev. James J. Casey, S.J., <i>Chairman</i> |
| 21. INTERDEPARTMENTAL PROGRAMS: | |
| ASIAN STUDIES | Dr. Paul M. Michaud, <i>Secretary</i> |
| LATIN-AMERICAN STUDIES | Dr. Joseph T. Criscenti, <i>Secretary</i> |
| LINGUISTICS | Dr. Lawrence G. Jones, <i>Secretary</i> |
| SLAVIC STUDIES | Dr. Lawrence G. Jones, <i>Secretary</i> |

*On leave of absence, 1964-1965.

COURSES OF INSTRUCTION

1964 - 1965

The Courses of Instruction announced in the following pages by the Departments of the College of Arts and Sciences are offered to students duly registered in the College of Arts and Sciences. Students in good standing in other undergraduate schools of the University and in the Graduate School may, under certain conditions, be admitted to these Courses of Instruction.

Explanation of Course Numbering. Courses of Instruction offered in the College of Arts and Sciences and in the Graduate School are numbered in accordance with the following unified plan:

- Nos. 1- 10. For Freshmen only.
 11- 20. For Freshmen and Sophomores.
 21- 30. For Sophomores only.
 31- 40. For Sophomores. Also open to Juniors and Seniors.
 41- 50. For Juniors only.
 51-100. For Juniors and Seniors.
101-200. For advanced Undergraduates and a limited number of Graduates.
201-400. For Graduates. For advanced Undergraduates by special permission of the Chairman of the Department.

Courses numbered below 101 are not offered as credit courses towards a graduate degree. Courses designated with H are for students enrolled in the Honors Program.

DEPARTMENT OF BIOLOGY

Chairman: REV. WILLIAM D. SULLIVAN, S.J.

Associate Professors: ROBERT M. COLEMAN, WALTER J. FIMIAN, JR.
JAMES J. GILROY, FRANCIS L. MAYNARD,
JOSEPH A. ORLANDO, YU-CHEN TING, CHAI
HYUN YOON.

Lecturers: JOLANE SOLOMON, JAMES H. GRAHAM.

Teaching Fellows: RALPH FRANCESCONI, DENNIS SABO, CAROL-
MARIE SMITH.

Graduate Assistants: VERLENE DANIEL, GAIL D'AQUILA, JOEL W.
JANSKY, JANICE MURPHY, ELINOR O'BRIEN,
JO-ANN PATTERSON, MARY A. POWERS, JU-
DITH SHAMBAUGH, JAMES D. SIMON.

BIOLOGY 3—GENERAL BIOLOGY I (SCIENCE REQUIREMENT)

(4 Sem. Hrs.)

The topics covered in this course include: biology and its subdivisions, the cell, mitosis, and meiosis, protoplasm, and vital functions; a survey of the divisions of the Plant Kingdom; a detailed study of representatives from the divisions, including the histology of the vegetative and reproductive organs of Spermatophytes; a survey of the Invertebrates; animal tissues; systems of organs, and dissection of type specimens of the Invertebrates.

Three lectures and one three-hour laboratory period per week for one semester.

BIOLOGY 4—GENERAL BIOLOGY II (SCIENCE REQUIREMENT)

(4 Sem. Hrs.)

A systematic study and classification of representative Vertebrates and their characteristics, and the gross anatomy and physiology of various organ systems.

Three lectures and one three-hour laboratory period per week for one semester.

BIOLOGY 11—BOTANY AND INVERTEBRATE ZOOLOGY. (4 Sem. Hrs.)

A systematic study of the general principles pertaining to plants and animals; the correlation of morphology and physiology from the gross to the molecular levels; mitosis and meiosis; and a survey of the plant and animal kingdoms. The laboratory work includes Kodachrome demonstrations before each laboratory period; detailed study of type specimens of the lower Phyla of plants; histology of vegetative and reproductive organs of the higher plants; detailed study of living protozoa and the Hydra; and dissections of the starfish, fresh-water mussel, and the crayfish.

Three lectures and one three-hour laboratory period per week for one semester.

BIOLOGY 12—VERTEBRATE ZOOLOGY (4 Sem. Hrs.)

The topics covered in this course include: animal tissues, organ-systems, morphology and physiology; brief survey of Chordates; genetics; and evolution. There will be lectures by specialists in several fields of biology and motion pictures on the morphology and physiology of organs and organ-systems. The laboratory work will include detailed dissection of the spiny dogfish; and demonstration specimens of various types of vertebrates.

Three lectures and one three-hour laboratory period per week for one semester.

Prerequisite: Biology 11.

BIOLOGY 101—COMPARATIVE VERTEBRATE EMBRYOLOGY. (4 Sem. Hrs.)

A study of the anatomy and physiology of reproduction, gametogenesis, and the early stages of development of the chick and mammalian embryo.

Three lectures and one three-hour laboratory period per week for one semester.

BIOLOGY 102—HISTOLOGY (4 Sem. Hrs.)

A study of human tissues and organs by means of the microscope; and the correlation of histology to gross anatomy, physiology, biochemistry, embryology, and pathology. Kodachromes are used during lectures to illustrate some of these principles. There will be motion pictures on gross anatomy, cytology, and surgery.

Three lectures and one three-hour laboratory period per week for one semester.

BIOLOGY 103—GENETICS (4 Sem. Hrs.)

This is an introductory course in the principles and physical basis of heredity, which will include a discussion of the concepts of theoretical and applied genetics.

Three lectures and one three-hour laboratory period per week for one semester.

BIOLOGY 108—MICROBIOLOGY (4 Sem. Hrs.)

The topics covered in this course are: bacteria, yeast, molds, protozoa, viruses, rickettsiae, culture and staining methods, biochemical activities, infection, immunity, and serum reactions.

Two lectures and two laboratory periods per week for one semester.

BIOLOGY 111—CYTOLOGY (4 Sem. Hrs.)

Lectures will deal with the cell and its components, with special emphasis on the structural, functional, and hereditary aspects. Laboratory exercises cover both animal and plant materials.

Three lectures and one four-hour laboratory period per week for one semester.

BIOLOGY 142—BIOCHEMISTRY

(4 Sem. Hrs.)

An introductory course in biochemistry, which includes a detailed study of proteins, carbohydrates and fats, the normal metabolism of these substances, and the composition and function of the body fluids. The laboratory work includes a study of certain biologically important substances and an examination of milk, blood, and urine, according to modern methods of analysis.

Two lectures and two laboratory periods per week for one semester.
Prerequisites: Chemistry 51-52,; Chemistry 63.

BIOLOGY 146—CELL FUNCTION AND BIOCHEMISTRY

(3 Sem. Hrs.)

Advanced physiology course in biochemistry and biophysics of enzymatic activities, electron transport, and energy cycles in cells.

Three lectures per week.

BIOLOGY 152—COMPARATIVE PHYSIOLOGY

(4 Sem. Hrs.)

The topics included in this study of vital functions in various animals are: the physico-chemical structure of protoplasm, regulation of cell contents and activities, membrane permeability, osmosis, and inhibition; tissue, organ, and system functions, including muscle physiology, respiration, circulation, digestion, excretion, and secretion; metabolism of foods and vitamins; and nervous and endocrine control.

Three lectures and one four-hour laboratory period per week for one semester.

BIOLOGY 154—VERTEBRATE PHYSIOLOGY

(4 Sem. Hrs.)

A study of the basic principles of physiology, primarily as illustrated by the vertebrates, with emphasis on the physico-chemical aspects and homeostatic mechanisms of the functional systems.

Two lectures and one four-hour laboratory period per week for one semester.

BIOLOGY 157—GENERAL ENDOCRINOLOGY

(4 Sem. Hrs.)

This course consists of lectures and laboratory projects on the morphology and physiology of the ductless glands.

Three lectures and one three-hour laboratory period per week for one semester.

BIOLOGY 159-160—RESEARCH-SEMINAR

(8 Sem. Hrs.)

With the permission of the Dean and Chairman, qualified students may be assigned special research projects with a weekly seminar in the biochemistry of protozoa and bacteria, regeneration, genetics, endocrinology, and immunology.

DEPARTMENT OF CHEMISTRY

Chairman: ROBERT F. O'MALLEY.

Professors: ANDRÉ J. DEBETHUNE, JOSEPH BORNSTEIN,* REV. ALBERT F. MCGUINN, S.J., DAVID C. O'DONNELL.

Associate Professors: O. FRANCIS BENNETT, RAYMOND F. BOGUCKI,* LESLIE LEIFER, TIMOTHY E. MCCARTHY,** GEORGE VOGEL.

Assistant Professors: NEIL B. JURINSKI, ALAN M. PHIPPS, RICHARD B. TIMMONS, LEVERETT J. ZOMPA.

Instructor: REV. JOHN R. TRZASKA, S.J.

Graduate Assistants: ELAINE R. ASKINAS, ROCCO S. BARRESE, SAMUEL J. COSTANZO, ROBERT A. DEMERS, GEORGE M. DOHERTY, JANICE M. FOSS, RUDOLPH W. GOETZ, RICHARD I-FU HO, ROBERT H. MAHER, RONALD J. MARTINO, FRANCIS X. QUINN, PAUL F. SHAVER, NORMAN P. SOLOWAY, LOUIS SORRIERO, JOHN E. TRAMONDOZZI.

Research Assistants: BERNARD M. HALPIN, JR., ROGER M. HANZES, JOSEPH C. HOGAN, ANTHONY B. LACONTI, EDWARD M. MCCARRON, ROBERT C. REARDON, PAUL C. WATTS.

*On leave of absence, 1964-1965.

**On leave of absence, Fall Term, 1965.

Students who elect Chemistry as their major must follow a prescribed curriculum which is planned to train the student for a professional career as a chemist. The following sequence of courses fulfills the recommended standards for such training. It is important to observe that a student may not take the advanced courses until he has fulfilled the prerequisite courses specified in the following course descriptions. Only the courses marked (Chemistry Majors) are prescribed for those majoring in Chemistry.

CHEMISTRY 3-4—GENERAL CHEMISTRY (8 Sem. Hrs.)

General Chemistry is offered for students without previous training and includes an introduction to the principles of chemistry, together with suitable applications. The essential factual aspects of chemistry are considered against a background of modern theory.

Three lectures and one laboratory period per week for two semesters.

CHEMISTRY 11-12—INORGANIC CHEMISTRY (CHEMISTRY MAJORS) (8 Sem. Hrs.)

This course is intended for students whose major interest is science or medicine. It offers a rigorous introduction to the principles of inorganic chemistry, with special emphasis on quantitative relationships, chemical equilibrium, and the structures of atoms, molecules, and

crystals. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table.

Three lectures, one recitation period, and one laboratory period per week for two semesters.

Prerequisite: One year of high school chemistry.

CHEMISTRY 31-32—ORGANIC CHEMISTRY (CHEMISTRY MAJORS)
(8 Sem. Hrs.)

This course presents the essential methods of preparation and the properties of the compounds of carbon with atomic and molecular structure as a theoretical basis. The mechanisms of reactions are stressed throughout. The preparation of representative compounds and a consideration of their properties is the principal function of the laboratory portion of the course.

Three lectures and one three-hour laboratory period per week for two semesters.

Prerequisite: Chemistry 11-12.

CHEMISTRY 61—QUALITATIVE ORGANIC ANALYSIS (CHEMISTRY MAJORS)
(3 Sem. Hrs.)

Primarily a laboratory course. Classical and instrumental methods will be used for the identification of organic compounds. The student identifies several organic compounds.

One lecture and two laboratory periods per week for one semester.

Prerequisite: Chemistry 31-32.

CHEMISTRY 63—INTRODUCTORY QUANTITATIVE ANALYSIS
(PRE-MEDICAL) (4 Sem. Hrs.)

Topics included in this course are the fundamental chemical laws, the main points of the theory of solutions of electrolytes as applied to volumetric analysis, and the calculations involved in analytical work. In the laboratory, typical volumetric procedures are studied and the fundamental points of analytical technique are stressed.

Three lectures and one-laboratory period per week for one semester.

Prerequisite: Chemistry 11-12.

CHEMISTRY 64—ANALYTICAL CHEMISTRY (CHEMISTRY MAJORS)
(5 Sem. Hrs.)

As a first course in analytical chemistry for chemistry majors, this course presents the essential principles of the standard methods of quantitative analysis in the framework of chemical theory. The laboratory work aims at the acquisition of proper techniques for precise analytical work, and mastery of typical analytical methods.

Three lectures and two three-hour laboratory periods per week for one semester.

Prerequisites: Chemistry 31-32, Chemistry 81.

CHEMISTRY 65—ADVANCED ANALYTICAL CHEMISTRY
(CHEMISTRY MAJORS) (4 Sem. Hrs.)

This course utilizes instrumental methods of analysis, covering the principles of pH measurements, electrotitrations, polarography, spectrophotometry, and other instrumental methods that are currently applied to chemical analysis.

Three lectures and one laboratory period per week for one semester.
Prerequisites: Chemistry 64, Chemistry 81-82.

CHEMISTRY 72—INTRODUCTION TO BIOCHEMISTRY (4 Sem. Hrs.)

This is an introductory course which includes a detailed study of proteins, carbohydrates and fats, the normal metabolism of these substances, and the composition and function of the body fluids. The laboratory work includes a study of certain biologically important substances and examinations of milk, blood, and urine, according to modern methods of analysis.

Two lectures and two laboratory periods per week for one semester.
Prerequisites: Chemistry 31-32, Chemistry 63.

CHEMISTRY 81-82—PHYSICAL CHEMISTRY I AND II
(CHEMISTRY MAJORS) (8 Sem. Hrs.)

A study of the essential principles of chemistry through the application of physics and mathematics at an advanced level, which provides an introduction to thermodynamics and a treatment in depth of the kinetic theory and structural chemistry. Laboratory experiments are selected to illustrate the principles studied.

Three lectures and one laboratory period per week for two semesters.
Prerequisites: Chemistry 3-32; Mathematics 23-24; Physics 23-24.

CHEMISTRY 83—PHYSICAL CHEMISTRY III (3 Sem. Hrs.)

A continuation of Physical Chemistry I and II. The emphasis will be on the structural aspects of atoms and molecules. The various relationships of spectroscopy to structure will be discussed.

Three lectures per week for one semester.
Prerequisites: Chemistry 81-82.

CHEMISTRY 92—PRINCIPLES OF INORGANIC CHEMISTRY (3 Sem. Hrs.)

This course applies the theoretical principles of physical chemistry to inorganic compounds. The structural aspects of the subject are emphasized in the light of recent advances.

Prerequisites: Chemistry 64, Chemistry 81-82.

CHEMISTRY 171-172—SPECIAL PROBLEMS IN CHEMISTRY (6 Sem. Hrs.)

Directed research and the study of a special chemical problem, performed under the supervision of a professor, prepare the student for research at the graduate level.

Prerequisites: Chemistry 31-32, Chemistry 64, Chemistry 81-82.

DEPARTMENT OF CLASSICS

Chairman: REV. ROBERT F. HEALEY, S.J.

Professors: JOSEPH P. MAGUIRE, REV. LEO P. McCAULEY, S.J., REV.
OSWALD A. REINHALTER, S.J.

Assistant Professors: EUGENE W. BUSHALA, MALCOLM MCLLOUD,
REV. CARL J. THAYER, S.J.

Teaching Fellow: JAMES H. MURRAY.

Graduate Assistant: DAVID O. SHARPE.

The courses offered are designed to meet the needs of three classes of students: a) those who wish to fulfill the two-year language requirement; b) those who wish to minor in Classics while concentrating in some other field; and c) those who wish to major in Classics. Concentration on text courses is strongly recommended to students preparing for graduate study and professional work in the field of Classics.

GREEK

GREEK 1-2—ELEMENTARY GREEK (6 Sem. Hrs.)

This course introduces students to Attic Greek with a view to early reading of connected prose.

GREEK 11-12—INTERMEDIATE GREEK (6 Sem. Hrs.)

Attic prose authors of moderate difficulty, such as Plato and Demosthenes, are studied.

GREEK 21-22—ADVANCED GREEK (6 Sem. Hrs.)

For this course there is a choice of one of the electives numbered Classics 151-169.

LATIN

LATIN 1-2—ELEMENTARY LATIN (6 Sem. Hrs.)

This course features the newly-developed linguistics approach to learning Latin with a view to early reading of connected prose.

LATIN 11-12—INTERMEDIATE LATIN (6 Sem. Hrs.)

Prose authors of moderate difficulty, such as Cicero and Livy, are studied.

LATIN 21-22—ADVANCED LATIN (6 Sem. Hrs.)

For this course there is a choice of one of the electives numbered Classics 181-182, 195-196.

CLASSICS

(UPPER DIVISION ELECTIVES)

GROUP I—COURSES IN ENGLISH TRANSLATION

CLASSICS 101-102—GREEK LITERATURE IN TRANSLATION I, II (6 Sem. Hrs.)

A survey in English translation of masterpieces of Greek literature from Homer to the Hellenistic Age.

CLASSICS 103-104—LATIN LITERATURE IN TRANSLATION (6 Sem. Hrs.)

A survey in English translation of the masterpieces of Latin Literature, with special emphasis on epic and lyric poetry, history, and satire.

CLASSICS 121-122—GREEK HISTORY I, II (6 Sem. Hrs.)

A survey of Greek History from the beginning to the Roman conquest of Greece.

CLASSICS 131-132—GREEK TRAGEDY I, II (6 Sem. Hrs.)

A reading and discussion of a wide selection of the dramas of Aeschylus, Sophocles, and Euripides.

CLASSICS 143-144—DIALOGUES OF PLATO I, II (6 Sem. Hrs.)

A careful study of Greek thought on government and education, based on the reading of Plato's *Republic*, *Statesman*, and *Laws* in translation, with special provision made for those who wish to read the Greek.

GROUP II—COURSES IN ORIGINAL TEXTS

CLASSICS 153-154—AESCHYLUS I, II (6 Sem. Hrs.)

A reading and study of the Greek text of the seven plays.

CLASSICS 155-156—GREEK BUCOLICS AND LYRICS I, II (6 Sem. Hrs.)

A reading and study of all the extant pieces of Greek bucolic and lyric poetry.

CLASSICS 161-162—GREEK HISTORIANS I, II (6 Sem. Hrs.)

A reading and study of the texts of Herodotus and Thucydides, with a discussion of Greek historiography.

CLASSICS 181—JUVENAL (3 Sem. Hrs.)

A reading of selected satires of Juvenal.

CLASSICS 182—PETRONIUS (3 Sem. Hrs.)

A study of the *Cena Trimalchionis*, together with the *Ludus de Morte Claudii* and selected Latin inscriptions.

CLASSICS 187-188—CATULLUS AND THE ELEGIAC POETS (6 Sem. Hrs.)

Intensive readings from Catullus, Tibullus, Propertius, and Ovid, with a study of the origin, nature, and development of elegiac poetry.

CLASSICS 189-190—CHRISTIAN LATIN LITERATURE I, II (6 Sem. Hrs.)

A survey of Christian Latin literature, with intensive reading and study of selections from the time of Tertullian and Minucius Felix to the age of St. Augustine, in prose; and from St. Hilary and St. Ambrose up to the Council of Trent, in poetry.

CLASSICS 195—LIVY (3 Sem. Hrs.)

A study of the founding of Rome, with Book I.

CLASSICS 196—TACITUS: ANNALES (3 Sem. Hrs.)

A study of the reign of Tiberius, with Books 13-16.

CLASSICS 197-198—ROMAN HISTORIANS I, II (6 Sem. Hrs.)

A study of Sallust, Livy, and Tacitus as literary authors and historians of the Republic and Empire.

CLASSICS 199—READING FOR PREREQUISITES

Assignments to be done under direction. The number of credits will depend on the judgment of the director.

DEPARTMENT OF ECONOMICS

Chairman: REV. ROBERT J. McEWEN, S.J.

Professors: ALICE E. BOURNEUF, JOSEPH P. McKENNA, DONALD J. WHITE.

Associate Professors: VLADIMIR N. BANDERA, REV. ERNEST B. FOLEY, S.J., REV. W. SEAVEY JOYCE, S.J., EDWARD K. SMITH, LEON SMOLINSKI.

Assistant Professors: CONRAD P. CALIGARIS, REV. JAMES T. CREAMER, S.J., VINCENT F. DUNFEY, DAVID J. LOSCHKY, H. MICHAEL MANN, KANTA MARWAH, FRANCIS M. McLAUGHLIN, BOGDAN MIECZKOWSKI, REV. JOHN J. MURPHY, S.J., HAROLD A. PETERSEN, CHARLES J. SCULLY.

Instructor: REV. ROBERT J. CHENEY, S.J.

Lecturers: DAPHNE Y. BELL, ARNOLD M. SOLOWAY.

Teaching Fellows: JOHN BAY, NOREEN BROWN, CAROL BYRD, EUGENE COYLE, ERNEST CARLSON, LOUIS ESPOSITO, PAUL HAAS, CHARLES KRONCKE, JAMES McMAHON, JAMES MEEHAN, EDWARD MULHOLLAND, MONIQUE PAUL, JOSEPH PETRIE, ELLEN REED, KARL WESOŁOWSKI, FLORIAN WAWRZYNIAK, RAYMOND TORTO.

ECONOMICS 31—PRINCIPLES OF ECONOMICS—MACRO (3 Sem. Hrs.)

This course introduces the student to an analysis of the determination of the level of income and employment, fluctuations in income, monetary and fiscal policy, inflation, and growth.

ECONOMICS 32—PRINCIPLES OF ECONOMICS—MICRO (3 Sem. Hrs.)

This course introduces the student to an analysis of the pricing of commodities and factors of production, firm and industry equilibrium under various market structures, international trade and payments, and comparative economic systems.

ECONOMICS 101—INTERMEDIATE ECONOMIC THEORY (3 Sem. Hrs.)

The purpose of this course is to give an understanding of the theoretical patterns of analysis of the pricing of commodities and factors of production, of the behavior of firms and households, and of the allocation of resources under a free price system.

ECONOMICS 104—BUSINESS CYCLES (3 Sem. Hrs.)

A theoretical analysis is made of fluctuations and growth in employment and income. Business cycle experience of the United States since World War I is examined in the light of this analysis.

ECONOMICS 105—THEORY OF THE FIRM (3 Sem. Hrs.)

The allocation of resources in a market economy will be studied intensively. Detailed analysis will be made of the behavior of firms and households, and their importance for the determination of commodity and factor prices will be shown. Emphasis will be placed on different types of market structure and welfare implications.

Open only to Special Economic Juniors.

ECONOMICS 106—AGGREGATIVE ECONOMICS (3 Sem. Hrs.)

This course intends to equip the student for the analysis of the determination of employment and of national income and its components. Emphasis will be placed on the Keynesian theory of employment, interest and money, and on post-Keynesian cycle and growth models.

Open only to Special Economic Juniors.

ECONOMICS 109—ECONOMIC ACCOUNTING SYSTEMS (3 Sem. Hrs.)

This course analyzes the origin and meaning of various forms of social accounts, particularly national income accounts, input—output analysis, and the integration of monetary and income data in flow-of-funds accounts.

ECONOMICS 121—ECONOMIC STATISTICS (3 Sem. Hrs.)

The purpose of this course is to teach the student the basic techniques used in the compilation and calculation of economic statistics, and to equip him with patterns of analysis and interpretation of quantitative data. The following topics are considered: collection and classification of data; tabular and graphic presentation; frequency distribution; measures of central tendency; normal curve; reliability of measures; time series analysis; index numbers; simple correlation. The course involves lectures, problems, and laboratory work.

ECONOMICS 124—INTERMEDIATE STATISTICAL ANALYSIS (3 Sem. Hrs.)

This course is designed to enable the student to apply basic statistical methods to particular business and economic problems, and to introduce more advanced techniques. Emphasis is placed on student research and on developing skill in designing and testing statistical hypotheses. Topics include moment analysis, probability, sampling, estimation of parameters, tests of hypotheses, multivariate analysis, and time series analysis.

Prerequisite: Elementary Statistics.

ECONOMICS 125—MATHEMATICAL ECONOMICS (3 Sem. Hrs.)

Students will be taught basic mathematical technique for solving maximization problems in the field of the theory of the firm and the theory of consumer behavior. Characteristics of market equilibrium and stability and the Keynesian system will be restated in mathematical terms. Difference equations will be taught and applied in connection with the discussion of business cycle theory.

ECONOMICS 126—INTRODUCTION TO ECONOMETRICS (3 Sem. Hrs.)

Probability and statistical inference will be reviewed, and their application to testing hypotheses and estimating parameters will be studied. Two or three recent important econometric studies will be examined in detail.

ECONOMICS 132—AMERICAN ECONOMIC HISTORY (3 Sem. Hrs.)

This course will be similar to Economics 138, the only difference being that the material will be drawn from American rather than from European economic history.

ECONOMICS 133—HISTORY OF ECONOMIC ANALYSIS (3 Sem. Hrs.)

This course surveys the main trends of Western economic thought from ancient times to Keynes. The economists' ideas will be related to the socio-economic and intellectual background of their times.

ECONOMICS 138—EUROPEAN ECONOMIC HISTORY (3 Sem. Hrs.)

The purpose of this course will be to develop the student's ability to utilize quantitative historical material effectively. The lectures will be concerned with one particular problem currently being debated in economic history, and will attempt to resolve the issue.

ECONOMICS 140—LABOR ECONOMICS (3 Sem. Hrs.)

After a discussion of the history and present organization of unionism, a detailed study is made of the following topics: union-management cooperation; various theories of wages; economic implications of collective bargaining; and the evolution of public policy toward unionism.

ECONOMICS 145—INDUSTRIAL RELATIONS (3 Sem. Hrs.)

The course begins with an historical survey of industrial relations. This is followed by an examination of employee morale, companies' objectives and policies in industrial relations, employment function, opportunity within employment, and development of effective foremanship. Class discussion will then focus on problems of job security, wages, collective bargaining, and union-management cooperation.

ECONOMICS 151—GOVERNMENT AND BUSINESS (3 Sem. Hrs.)

An intensive examination of the power and role of the government in protecting, controlling, and regulating various aspects of economic activities. This examination will involve a review of the structure and functioning of business enterprises, labor, agriculture, public utilities, transportation, and financial institutions.

ECONOMICS 152—REGULATED INDUSTRIES (3 Sem. Hrs.)

Specialized areas of government-business relationship embraced in this course are those types of industry and of economic activity that have developed specialized controls. Herein are examined utilities, transportation, agriculture, and investment practices.

ECONOMICS 153—INDUSTRIAL ORGANIZATION (3 Sem. Hrs.)

An analysis of the relationship of market structures to the market conduct of business enterprises and of each of these to market performance will be made, with examples from specific industries. The market performance that results from different types of structure and of conduct will be examined in the light of the objectives of public policy.

ECONOMICS 156—RESEARCH SEMINAR (3 Sem. Hrs.)

An introduction to the methods of Economic Research. Each student will work on an individual project. Open only to special Economics Juniors.

ECONOMICS 157—UNITED STATES ECONOMIC POLICY (3 Sem. Hrs.)

This course reviews briefly the basic techniques of economic analysis and their application to certain issues of public policy. Among the problems considered will be: employment, increased growth, tax policy, federal-local fiscal relations, business regulation, education, and urban transportation. Students will also be given an opportunity to explore other problems of particular interest.

(For Non-Majors only.)

ECONOMICS 158—ECONOMIC POLICY SEMINAR (3 Sem. Hrs.)

Independent research project in the general field of economic policy. Papers will be required and presented to the Seminar. Open only to special Economics Seniors.

ECONOMICS 159—THE CHURCH AND THE ECONOMIC SOCIETY

(3 Sem. Hrs.)

This course examines economic society and the diverse social relations to which economic life gives rise in the light of Christian teaching on man and society. Specific topics include: needs of man, labor, ownership of property, capital, exchange, price, the market, enterprise and industry, trade unions and management, national and international economy, and the state.

ECONOMICS 161—MONEY AND BANKING (3 Sem. Hrs.)

This course analyzes the fundamentals of the banking systems and deposit creation, the organization and the operation of the Federal Reserve System, and the central bank monetary policy.

ECONOMICS 165—PUBLIC FINANCE (3 Sem. Hrs.)

This course is concerned with the government financial operations in the economy. Theories of taxation, the shifting and incidence of taxes, and the evolution of tax policy are discussed, and Federal, state, and local expenditures are analyzed. Fiscal policy for economic stabilization and growth, and the interaction of fiscal and monetary problems are emphasized.

ECONOMICS 171—THEORY OF INTERNATIONAL TRADE (3 Sem. Hrs.)

This is an analytical and institutional introduction to the field of international trade, payments, and commercial policy. The first part of the course outlines the fundamental theories of the nature of international specialization. This will be followed by an analysis of the sources and correction of disequilibria in the balance of payments and exchange rates. The course will deal with such current issues as the role of government intervention and the formation of customs unions.

ECONOMICS 173—ECONOMIC DEVELOPMENT (3 Sem. Hrs.)

This course begins with a survey of leading theories of economic development and their application. The emphasis will be on the problems of the underdeveloped countries and programs for stimulating economic growth in the poor nations. Wide reading is required and papers will be presented in class for student discussion.

ECONOMICS 179—INTERNATIONAL ECONOMIC POLICY (3 Sem. Hrs.)

The course reviews briefly the economics of international transactions and the instruments of foreign economic policy. This will be followed by a detailed analysis of commercial and exchange policies. The role of such institutions as the World Bank, GATT, and International Monetary Fund will be investigated. The course will generally concentrate on the involvement and responsibilities of the United States in international economic affairs in this century.

(For Non-Majors only.)

ECONOMICS 181—CAPITAL THEORY AND THE MODERN CORPORATION (3 Sem. Hrs.)

This course is concerned with how the savings of individuals are transformed into investment by business firms. It will consider the implications of micro-economic theory on investment and its financing in light of the nature of the modern corporation and the institutional structure of the capital market.

ECONOMICS 190—SOCIAL RESPONSIBILITIES OF BUSINESS (3 Sem. Hrs.)

The central purpose of this course is to examine the functions and problems of the businessman in the social and political environment in which he functions. Principles of ethics and the social teaching of the Church will be applied to specific problem areas.

ECONOMICS 197—SOVIET ECONOMIC SYSTEM (3 Sem. Hrs.)

This course traces the rate of growth and changes in the structure of the Soviet economy under the five-year plans. It analyzes the planning principles and institutions and investigates the role of financial controls and of incentives. Attention will be also directed to Soviet foreign economic relations.

ECONOMICS 198—COMPARATIVE ECONOMIC SYSTEMS (3 Sem. Hrs.)

An analytical comparison will be made of the ways in which nations organize economic activity. Different economic systems will be scrutinized in respect to the role of monetary and financial institutions; organization of industry, agriculture, and trade; and allocation of resources to alternative goals.

GRADUATE PROGRAM IN ECONOMICS

Information regarding this program, related assistantships, and teaching fellowships can be obtained from the Graduate School of Arts and Sciences, Boston College, Chestnut Hill, Massachusetts 02167.

Programs leading both to the Master's degree and the Doctorate in Economics are offered.

DEPARTMENT OF EDUCATION

Chairman: VINCENT C. NUCCIO.

Professors: WILLIAM C. COTTLE, ALEXANDER A. SCHNEIDERS.

Assistant Professors: VIOLET A. KUGRIS, PIERRE D. LAMBERT.

Lecturer: WILLIAM M. GRIFFIN.

EDUCATION 101—PHILOSOPHY OF EDUCATION (3 Sem. Hrs.)

This course considers fundamental educational problems: the nature of the learner; the agencies responsible for education; the rights of parents, Church, and State regarding education; and the philosophical aspect of curriculum and methodology.

EDUCATION 141—PSYCHOLOGY OF LEARNING (3 Sem. Hrs.)

This course considers development tendencies, the nature and organization of intelligence, the learning process and factors influencing learning, motivation, and transfer of training.

EDUCATION 145—PSYCHOLOGY OF ADOLESCENCE (3 Sem. Hrs.)

This course studies the characteristic and attendant problems of adolescent growth and development.

EDUCATION 158—CURRICULUM OF THE SECONDARY SCHOOL (3 Sem. Hrs.)

The modern secondary school is studied in this course, with emphasis placed upon the nature of the pupil and the responsibilities of the teacher as related to the curriculum. Critical consideration will be given to traditional, integrated, and progressive curricula.

EDUCATION 171—PRINCIPLES OF GUIDANCE (3 Sem. Hrs.)

This is a basic course which includes an introduction to guidance; a study of education viewed in the light of guidance, both in activities and attitude; and a discussion of the chief functions of guidance.

DEPARTMENT OF ENGLISH

Chairman: JOHN L. MAHONEY.

Professors: LEONARD R. CASPER, P. ALBERT DUHAMEL, EDWARD L. HIRSH, RICHARD E. HUGHES, REV. JOHN A. O'CALLAGHAN, S.J., MAURICE J. QUINLAN.

Associate Professors: LOIS HARTLEY, JOHN J. MCALEER*, JOHN F. NORTON, CLARA M. SIGGINS.

Assistant Professors: REV. JOHN J. CADIGAN, S.J., PAUL G. DOHERTY, JOHN J. FITZGERALD, ALBERT M. FOLKARD, F. GAGE GROB, THOMAS P. HUGHES, JOSEPH A. LONGO, JOHN W. LOOFBOUROW, REV. ARTHUR A. MACGILLIVRAY, S.J., RICHARD E. MALANY, JOSEPH M. MCCAFFERTY, JOHN F. MCCARTHY, DANIEL L. MCCUE, FRANCIS J. McDERMOTT, JOHN H. RANDALL, III, CHARLES L. REGAN, ROBERT E. REITER, REV. FRANCIS X. SHEA, S.J., GEORGE W. SMITH, JR., JOHN J. SULLIVAN, REV. FRANCIS W. SWEENEY, S.J., ANDREW VON HENDY.

Instructors: CAROL HURD, PAULA M. VADEBONCOEUR.

Teaching Fellows: THOMAS ADLER, JAMES CROTENUTO, MARY DOBBIN, THOMAS LUDDY, CYNTHIA LYLE, WILLIAM MCCARRON, DOUGLAS MCKAY.

**On leave of absence, Spring Term, 1965.*

English Majors are required to take at least 3 semester hours in Chaucer, medieval literature, or history of language; 3 semester hours in Shakespeare; and 6 semester hours in courses covering periods of literature prior to 1900.

ENGLISH 1-2—PROSE COMPOSITION AND POETRY (6 Sem. Hrs.)

The specific aim of the first semester is to reach correctness, clarity, and effectiveness in diction, and in the construction of sentences and paragraphs. This aim will be achieved partly through the reading and analysis of selected essays and short stories, but more especially through the student's own efforts in writing. The specific aim of the second semester is to teach the understanding and appreciation of poetry, and to stimulate the student's own imagination, through examination of texts, classroom discussions, and the composition of critical papers. This course is required of all Freshmen.

ENGLISH 21-22—RHETORIC (6 Sem. Hrs.)

A study of the art of persuasion and of effective communication in all its forms, with emphasis on the ability to grasp and to communicate in the varied literary genres of our time. The major techniques are seen in the great works of the past and present, both prose and poetry. This course is required of all Sophomores.

ENGLISH 110—HISTORY OF THE ENGLISH LANGUAGE (3 Sem. Hrs.)

This course is a survey of the development of the English Language, with an introduction to the major problems of historical and structural linguistics.

Not offered in 1964-1965.

ENGLISH 112—CHAUCER (3 Sem. Hrs.)

A study of Chaucer's major works, especially *The Canterbury Tales*.

ENGLISH 115—SURVEY OF THE NOVEL (3 Sem. Hrs.)

A study of the novel as a literary type, exemplified in the work of nine authors, English and Continental, from Cervantes to Hardy, with special attention to their commitment to realism.

ENGLISH 116—STUDIES IN THE SHORT STORY (3 Sem. Hrs.)

An introduction to the critical analysis of fiction through a study of the emergence of the short story as a literary form, with emphasis on important modern writers.

ENGLISH 118—SURVEY OF THE DRAMA I (3 Sem. Hrs.)

A study of major dramatists from the earliest times to Shakespeare.

ENGLISH 119—SURVEY OF THE DRAMA II (3 Sem. Hrs.)

A study of major dramatists from Shakespeare to the present.

ENGLISH 120—ENGLISH LITERATURE TO 1500 (3 Sem. Hrs.)

In this examination of works of the Old English period and of later medieval texts, English and Scottish, the primary concentration will be upon features of literary interest, although attention will be given to philological matters of major significance. The earlier documents and certain others of dialectal difficulty will be studied in modern renderings.

ENGLISH 123—THE RENAISSANCE (3 Sem. Hrs.)

The major writers of the Tudor period are studied, with emphasis on the Elizabethans.

This course is conducted in conjunction with English 223.

ENGLISH 124—THE AGE OF ELIZABETH (3 Sem. Hrs.)

A survey of the non-dramatic literature from 1558 to 1603. This course is conducted in conjunction with English 224.

ENGLISH 125—PRE-SHAKESPEAREAN DRAMA (3 Sem. Hrs.)

A study of the major English dramatists, from the late medieval morality plays to Thomas Kyd.

ENGLISH 126—JACOBEAN DRAMA (3 Sem. Hrs.)

A continuation of English 125, a study of English drama to the closing of the theatres during the Civil War.

ENGLISH 127—SHAKESPEARE'S COMEDIES AND HISTORIES (3 Sem. Hrs.)

This course is a detailed study of *Richard II*, *I Henry IV*, *Romeo and Juliet*, and *Twelfth Night*, and a survey of Shakespeare's works from 1590-1603.

ENGLISH 128—SHAKESPEARE'S TRAGEDIES (3 Sem. Hrs.)

Students undertake a detailed study of *Hamlet*, *Macbeth*, *Othello*, and *Antony and Cleopatra*, and a survey of Shakespeare's major works from 1603-1611.

ENGLISH 133—THE EARLIER SEVENTEENTH CENTURY (3 Sem. Hrs.)

The poetry and prose from Johnson and Bacon to Waller and Denham, with special consideration of the Metaphysical poets in their historical context, is the concern of this course.

ENGLISH 134—THE JONSONIAN AND CAVALIER POETS (3 Sem. Hrs.)

A study of the dramatic and poetic writings of Ben Jonson, and selective readings in the works of Herrick, Lovelace, Suckling, and others.

ENGLISH 135—SURVEY OF SHAKESPEARIAN DRAMA (I) (3 Sem. Hrs.)

A survey of Shakespeare's plays, with emphasis on the histories and comedies.

ENGLISH 136—SURVEY OF SHAKESPEARIAN DRAMA (II) (3 Sem. Hrs.)

A continuation of English 135, with emphasis on the tragedies and romances.

ENGLISH 137—MILTON (3 Sem. Hrs.)

Milton's poetry is surveyed, with a close study of *Paradise Lost* and *Samson Agonistes*.

ENGLISH 147—THE AGE OF POPE (3 Sem. Hrs.)

A study of early eighteenth century literature, with special emphasis on Pope and his contemporaries.

ENGLISH 148—THE AGE OF JOHNSON (3 Sem. Hrs.)

This is a study of the later eighteenth century literature, with emphasis on the writings of Johnson and his circle.

ENGLISH 152—THE ROMANTIC MOVEMENT (3 Sem. Hrs.)

The history and achievement of English Romanticism, especially as reflected in the works of Wordsworth and his contemporaries.

ENGLISH 156—VICTORIAN POETRY AND PROSE (I) (3 Sem. Hrs.)

A study of early Victorian poetry and non-fiction prose, with emphasis on the works of Tennyson, Browning, Carlyle, Mill, and Ruskin.

This course is conducted in conjunction with English 256.

ENGLISH 157—VICTORIAN POETRY AND PROSE (II) (3 Sem. Hrs.)

A study of later Victorian poetry and non-fiction prose, with emphasis on Arnold, Pater, the Aesthetic Movement, Hardy, and Hopkins.

This course is conducted in conjunction with English 257.

ENGLISH 158—ENGLISH FICTION: DEFOE TO AUSTEN (3 Sem. Hrs.)

The development of English fiction from the early seventeenth to the beginning of the nineteenth century.

This course is conducted in conjunction with English 258.

ENGLISH 159—ENGLISH FICTION: AUSTEN TO CONRAD (3 Sem. Hrs.)

A continuation of English 158.

This course is conducted in conjunction with English 259.

ENGLISH 160—CONTEMPORARY LITERARY THEMES (3 Sem. Hrs.)

A study in depth of selected representative authors of the twentieth century.

ENGLISH 171—AMERICAN FICTION, 1900-1960 (3 Sem. Hrs.)

Studies in the novels of Edith Wharton, Theodore Dreiser, Ernest Hemingway, John Dos Passos, and Ralph Ellison, as reflections of the changing American scene in the twentieth century.

ENGLISH 172—AMERICAN POETRY (3 Sem. Hrs.)

Studies in the development of American poetry from the beginnings to the present.

ENGLISH 177—SEMINAL IDEAS IN AMERICAN LITERATURE (I)
(3 Sem. Hrs.)

The origin and development of seminal ideas in American literature. Writers studied will include Edwards, Taylor, Hawthorne, Emerson, Whitman, Melville, Hemingway, Steinbeck, Frost, Moore, Lewis, and Stevens.

ENGLISH 178—SEMINAL IDEAS IN AMERICAN LITERATURE (II)
(3 Sem. Hrs.)

Seminal ideas in American literature are studied in the writings of Ann Bradstreet, Winthrop, Thoreau, Dickinson, Poe, James, Margaret Fuller, Fitzgerald, Robert Lowell, Franklin, Harriet Beecher Stowe, Norris, Dreiser, and Faulkner.

ENGLISH 179—CONTEMPORARY AMERICAN LITERATURE, 1900 to 1930
(3 Sem. Hrs.)

This course undertakes an exploration of modern image and motif, from James and Wharton, through the naturalists, to F. Scott Fitzgerald.

ENGLISH 180—CONTEMPORARY AMERICAN LITERATURE,
1930 TO THE PRESENT (3 Sem. Hrs.)

Trial visions, tested in method and canon, in Hemingway, Dos Passos, Hart Crane, T. S. Eliot, Steinbeck, Faulkner and various *avant garde* movements, are the center of study.

ENGLISH 181—CREATIVE WRITING: THE CRAFT OF FICTION
(3 Sem. Hrs.)

This course provides practice with the elements of short forms as techniques of discovery and dramatization and a study of their professional markets.

ENGLISH 182—CREATIVE WRITING: THE ART OF FICTION (3 Sem. Hrs.)

This course provides practice with the dimensions of intensification and extension, in the short story and in longer narrative forms.

ENGLISH 185—MODERN BRITISH LITERATURE (I) (3 Sem. Hrs.)

A study of the major trends in English literature from 1880 to the present, with emphasis on the novel.

ENGLISH 186—MODERN BRITISH LITERATURE (II) (3 Sem. Hrs.)

This is a continuation of English 185, with emphasis on the drama and poetry.

ENGLISH 189—MODERN DRAMA (I) (3 Sem. Hrs.)

A study of the roots and development of modern European drama: the "Well-Made Play," Ibsen, Strindberg, Chekhov, Wilde, Shaw, Synge, O'Casey, Pirandello, and Lorca.

Not offered in 1964-1965.

ENGLISH 190—MODERN DRAMA II

(3 Sem. Hrs.)

This is a continuation of English 189: Giraudoux, Anouilh, Camus, Brecht, Ionesco, Duerrenmatt, O'Neill, Williams, Miller, Osborne and others.

Not offered in 1964-1965.

ENGLISH 195—LITERARY CRITICISM

(3 Sem. Hrs.)

An examination of major texts in the history of literary criticism, with emphasis on the literary and philosophical roots of the criticism.

ENGLISH 196—INTRODUCTION TO CRITICAL METHOD

(3 Sem. Hrs.)

Contemporary methods of judging literature and the processes of literary creation are studied in detail, with emphasis on formalistic approaches, although a number of systems which incorporate psychological, sociological, and anthropological insights will also be studied. Selected modern poetry and novels will serve as objects of critical analysis.

ENGLISH 199a—DEPARTMENTAL SEMINAR: ENGLISH
PHILOSOPHICAL PROSE

(3 Sem. Hrs.)

A consideration of the problems of stylistic analysis with an intensive consideration of some of the works of Thomas More, Francis Bacon, David Hume, and Alfred North Whitehead.

ENGLISH 199b—DEPARTMENTAL SEMINAR: METHOD

(3 Sem. Hrs.)

An intensive study of the works of Robert Penn Warren.

DEPARTMENT OF FINE ARTS

Chairman: FERDINAND L. ROUSSEVE.

Assistant Professor: JOSEPHINE VON HENNEBERG.

Instructor: ELEANOR J. CARLO.

Artist in Residence: ALLISON MACOMBER.

Lecturers: C. ALEXANDER PELOQUIN, LOUISE SOARES.

FINE ARTS 31—DRAWING AND PAINTING I

This course will provide both an academic and creative approach to drawing and painting, with elementary and advanced theory of design. The first semester will concentrate on drawing and the theory of design, composition, and organization. The second semester will be devoted to the use of various media: oil painting, water color, pastel, conte crayon, and introduction to modeling in clay. This course does not carry credit applicable to the requirements for a degree.

Two 75-minute periods per week for two semesters. Students completing this course will be allowed to apply for Drawing and Painting II.

FINE ARTS 32—DRAWING AND PAINTING II

(3 Sem. Hrs.)

Extension of Drawing and Painting I, with more advanced projects in drawing, painting, and modeling. Introduction to other media: etching, plaster and bronze casting, firing of terra cotta, and some ceramics.

One 3-hour period per week for two semesters.

FINE ARTS 50—THE VISUAL ARTS IN WESTERN CULTURE (3 Sem. Hrs.)

A study of the nature and significance of the visual arts in Western society and a consideration of selected works, the artists responsible for their production, and the patrons, against a background of the high points of the great epochs from the Pre-historic to the Contemporary.

FINE ARTS 60—MUSIC IN WESTERN CULTURE

(3 Sem. Hrs.)

A study of the development of great music and composers in the history of Western society against a background of the social, political and philosophical forces responsible for this evolution, using recordings as examples.

FINE ARTS 111—THE CLASSICAL ART OF GREECE AND ROME

(3 Sem. Hrs.)

The development and significance of the visual arts of Classical Greece and Rome—architecture, sculpture, vase painting, and paintings.

FINE ARTS OF THE RENAISSANCE

(3 Sem. Hrs.)

Special emphasis on the painting and sculpture of the Italian Renaissance, with its movements to Northern and Western Europe.

FINE ARTS 132—MICHAELANGELO

(3 Sem. Hrs.)

The architecture, sculpture and painting of Michaelangelo, seen in the perspective of his genius, his time, and his personality.

FINE ARTS 142—AMERICAN ART

(3 Sem. Hrs.)

The development of the visual arts in the United States of America, from colonial times to the present.

FINE ARTS 151—FUNDAMENTALS OF MUSIC

(3 Sem. Hrs.)

The meaning and development of the great musical forms against a background of the great men and works which illustrate this.

FINE ARTS 162—GREAT COMPOSERS AND THEIR WORKS (3 Sem. Hrs.)

A consideration in some depth of the musical development and styles of composition of the most famous composers of each period of music history.

DEPARTMENT OF GEOLOGY

Chairman: REV. JAMES W. SKEHAN, S.J.

Assistant Professors: EMANUEL G. BOMBOLAKIS, GEORGE D. BROWN, JR.

Lecturers: JAMES ASHLEY, PASCAL DE CAPRARIIS, RICHARD GORE, JAE-YOUNG HWANG.

GEOLOGY 11—PHYSICAL GEOLOGY (Science Requirement) (4 Sem. Hrs.)

This course surveys the major geologic processes operating in the cycle of mountain building, both in the Earth's interior and at the surface.

Three lectures and one two-hour laboratory-conference period per week for one semester; field trips.

GEOLOGY 12—HISTORICAL GEOLOGY (Science Requirement)

(4 Sem. Hrs.)

This course encompasses a study of the age, origin, and history of the development of the Earth to its present form as recorded in its sedimentary, igneous, and metamorphic rocks and as deduced from the fossil record.

Three lectures and one two-hour laboratory-conference period per week for one semester; field trips.

GEOLOGY 13—PHYSICAL GEOLOGY (Geology Majors and Honors Students)

(4 Sem. Hrs.)

This course will serve as a sound basic training for the student whose career will be in the Earth Sciences or related fields and for the Honors Student desirous of a penetrating and challenging investigation of the secrets of the Earth's history locked up in the materials of which it is composed.

Three lectures and one two-hour laboratory-conference period per week for one semester; field trips.

GEOLOGY 14—HISTORICAL GEOLOGY (Geology Majors and Honors Students)

(4 Sem. Hrs.)

Three lectures and one two-hour laboratory-conference period per week for one semester; field trips.

GEOLOGY 31-32—SOILS MECHANICS

(8 Sem. Hrs.)

This seminar is designed to provide complete instruction in determining the physical characteristics of various types of soils and the theoretical basis for soils mechanics.

Three lectures, laboratory, field trips, reading and reports for two semesters.

Not offered in 1964-1965.

GEOLOGY 33-34—READINGS IN GEOLOGY

(6 Sem. Hrs.)

This is a tutorial course for the upper-class non-geology science major. It emphasizes extensive readings on fundamental geologic concepts, especially those related to the individual's major field.

Conferences, readings, and reports.

GEOLOGY 35-36—INTRODUCTION TO MINERALOGY (8 Sem. Hrs.)

A study of the common minerals, their crystal structure and crystal chemistry. An introduction to the thermodynamics of mineral assemblages.

Three lectures and one three-hour laboratory period per week for two semesters.

GEOLOGY 101-102—FIELD GEOLOGY (8 Sem. Hrs.)

The student will familiarize himself with instruments used in various types of geological surveying. A surface area or tunnel of metamorphic, igneous, or sedimentary rocks will be mapped.

By arrangement.

Not offered in 1964-1965.

GEOLOGY 103-104—STRUCTURAL GEOLOGY (8 Sem. Hrs.)

Survey of rock structures and introduction to the mechanics of rock deformation. Laboratory work will stress map and rock interpretation. At least five Saturdays of field work mapping rock structures.

GEOLOGY 139-140—CRYSTALLOGRAPHY AND CRYSTAL CHEMISTRY (6 Sem. Hrs.)

The study of crystallography will concern itself with all the most important crystal forms and the laws governing their growths, shape, and internal structure. Principles of crystal chemistry will be freely discussed in connection with laws controlling the orderly arrangement of atoms into crystals and the kinds of atoms which can take part in given arrangements.

Two lectures and one laboratory period per week for two semesters.

Prerequisite: Geology 35-36 and Inorganic Chemistry. Chemistry majors, or those with equivalent preparation in Chemistry, may be admitted without Geology 12.

Not offered in 1964-1965.

GEOLOGY 147-148—PALEONTOLOGY (8 Sem. Hrs.)

A systematic survey of the fields of paleontology, micro-paleontology, vertebrate and invertebrate paleontology, with emphasis on the latter.

Three lectures and one two-hour laboratory period per week for two semesters.

Not offered in 1964-1965.

**GEOLOGY 191-192—REGIONAL TECTONICS OF NORTH AMERICA
AND OF THE WORLD (8 Sem. Hrs.)**

A systematic study of the lithology, stratigraphy, structure, igneous and metamorphic petrology, and geomorphology of the major physiographic, tectonic, and petrographic divisions of the world. Extensive readings, written and oral reports, and numerous field trips to investigate, at first hand, related phenomena in the northeastern section of the United States.

Three lectures and seminar each week for two semesters.

By arrangement.

GEOLOGY 195—SEDIMENTATION

(4 Sem. Hrs.)

Fundamental concepts, principles, and computations for an understanding of sedimentation will be studied.

Three lectures and one three-hour laboratory period per week for one semester.

By arrangement.

GEOLOGY 196—STRATIGRAPHY I

(4 Sem. Hrs.)

Environments of deposition; basic stratigraphic relations. Genetic Interpretation of specific lithotopes; principles of correlation and illustration from the geology of the world.

Three lectures and one three-hour laboratory period per week for one semester.

By arrangement.

GEOLOGY 197—OPTICAL CRYSTALLOGRAPHY AND

MICROSCOPIC PETROGRAPHY

(4 Sem. Hrs.)

The principles of crystallographic theory. The use and theory of the polarizing microscope as used in the study of solids in visible, transmitted light. Microscopic examination of opaque substances. Introduction to crystal rotation methods. Systems of rock classification and petrographic calculations will be treated.

Two lectures and two three-hour laboratory periods per week for one semester.

GEOLOGY 198—MICROSCOPIC PETROGRAPHY

(4 Sem. Hrs.)

Crystal chemistry concepts bearing on petrographic interpretation of the more common minerals comprising igneous, metamorphic, and sedimentary rocks. Systematic study of rocks in thin section with emphasis on genetic criteria. Typical rock suites will be studied with the petrographic microscope. Special attention will be given to the use of the universal stage microscope.

Two lectures and two three-hour laboratory periods per week for one semester.

GEOLOGY 201-202—ROCK MECHANICS

(8 Sem. Hrs.)

The brittle and ductile behavior of rocks will be analyzed during treatment of the following: Mohr representation of stress and strain, failure criteria, plasticity theory, and frictional coupling of rock masses.

Three lectures and three hours of laboratory work per week for two semesters.

By arrangement.

GEOLOGY 203-204—RESEARCH IN GEOLOGY AND MINERALOGY

(6 Sem. Hrs.)

An advanced and promising student may participate in a specialized study of some problem or area of knowledge in the Earth Sciences, under close supervision.

By arrangement.

DEPARTMENT OF HISTORY

Chairman: THOMAS H. O'CONNOR.

Professors: M. KAMIL DZIEWANOWSKI, REV. MARTIN P. HARNEY, S.J.

Associate Professors: JOHN R. BETTS, JOSEPH T. CRISCENTI, WILLIAM M. DALY, RADU R. FLORESCU, RAYMOND T. McNALLY*, REV. WALTER J. MEAGHER, S.J., SAMUEL J. MILLER, THOMAS W. PERRY.

Assistant Professors: REV. HENRY A. CALLAHAN, S.J., JOHN R. COX, SR. THERESA ANNA DONOVAN, S.U.S.C., REV. JAMES GEARY, S.J., REV. JOSEPH A. GLAVIN, S.J., REV. THOMAS J. GREY, S.J., REV. LEONARD P. MAHONEY, S.J., PAUL M. MICHAUD, LOUISE S. MOORE, ALLEN M. WAKSTEIN.

Instructors: EDWARD COLLINS, JOHN L. HEINEMAN.

Lecturer: RT. REV. J. JOSEPH RYAN.

Teaching Fellows: WILLIAM A. COX, KARL F. JENSEN, DONALD R. MAGINNIS.

Graduate Assistants: FRANK ANNUNZIATA, DANIEL CALLAHAN, MARY CONNORS, ARACKAL T. DEVASIA, JAMES GLEESON, JOSEPH QUINLAN.

*On leave of absence, Spring Term, 1965.

Some graduate courses are open to qualified undergraduates for undergraduate credit only. For these courses, the undergraduates should consult the catalogue for the Graduate School.

HISTORY 35-36—EUROPEAN CIVILIZATION TO 1648. (6 Sem. Hrs.)

A survey of the Christian Era from the introduction of Christianity to the Peace of Westphalia.

HISTORY 37-38—EUROPEAN CIVILIZATION SINCE 1648 (6 Sem. Hrs.)

A continuation of the survey of European history from the Peace of Westphalia to contemporary times.

HISTORY 39—INTRODUCTION TO HISTORICAL METHOD (3 Sem. Hrs.)

A study and application of the methods required for gathering, assessing, synthesizing, and documenting historical information.

HISTORY 41-42—HISTORY OF AMERICAN CIVILIZATION (6 Sem. Hrs.)

A survey of the history of American Civilization from the period of colonization to the present.

HISTORY 53-54—HISTORY OF MODERN ENGLAND (6 Sem. Hrs.)

A survey of the History of Great Britain from the accession of the Tudor Monarchs in 1485 down to the present.

HISTORY 99—SENIOR SEMINAR (3 Sem. Hrs.)

Research and student reports on selected topics; completion of the Honors Thesis.

Open only to specially qualified students, with the permission of the Department.

HISTORY 107-108—ENGLISH CONSTITUTIONAL HISTORY TO 1485
(6 Sem. Hrs.)

The evolution of the English Constitution from the Anglo-Saxon period to 1485.

Prerequisite: History 35-36 and History 37-38, or their equivalent.

HISTORY 127-128—HISTORY OF WESTERN SCIENTIFIC THOUGHT
(6 Sem. Hrs.)

A survey of Ancient and Medieval science; an intensive study of the 17th century scientific revolution; and modern scientific developments.

Prerequisite: History 35-36 and History 37-38, or their equivalent.

HISTORY 139—NATIONALISM IN WESTERN EUROPE: 1870-1914
(3 Sem. Hrs.)

Factors contributing to the various expressions of national feeling in England, France, Germany, Spain, and Italy during the late nineteenth century; and the role of national sentiment in international affairs.

Prerequisite: History 35-36 and History 37-38, or their equivalent.

HISTORY 140—NATIONALISM IN SOUTH-EASTERN EUROPE: 1821-1914
(3 Sem. Hrs.)

Factors contributing to the formation of Roumanian, Serbo-Croatian, Greek, Bulgarian, and Albanian national consciousness; and the role of Balkan nationalism in international affairs.

Prerequisite: History 35-36 and History 37-38, or their equivalent.

HISTORY 143—EUROPEAN ALLIANCES, 1873-1914 (3 Sem. Hrs.)

Diplomatic relations and alliances between the major European powers from the Congress of Berlin to the outbreak of World War I.

Prerequisite: History 35-36 and History 37-38, or their equivalent.

HISTORY 144—MODERN EUROPEAN DIPLOMATIC HISTORY, 1919-1960
(3 Sem. Hrs.)

The international relations between the major European powers from the Paris Peace Conference of 1919 to the genesis of the Cold War.

Prerequisite: History 35-36 and History 37-38, or their equivalent.

HISTORY 151—THE HISTORY OF MODERN RUSSIA (3 Sem. Hrs.)

The geographical and cultural background of modern Russia from the formation of the first Russian state and the coming of Christianity down to the industrial revolution in Russia under Nicholas II and the peasant problem.

Prerequisite: History 35-36 and History 37-38, or their equivalent.

HISTORY 153—THE RISE OF MODERN GERMANY, 1618-1850
(3 Sem. Hrs.)

A study of the political, intellectual, and economic factors which influenced Germany between the religious wars of the 17th century and the revolutionary movements for unification in the 19th century.

Prerequisite: History 37-38, or its equivalent.

HISTORY 154—TWENTIETH CENTURY GERMANY, 1850-1950
(3 Sem. Hrs.)

A study of the political, intellectual, and economic factors which affected Germany from national unification under Bismarck through attempts at European domination under Hitler.

Prerequisite: History 37-38, or its equivalent.

HISTORY 161—ORIGINS OF AMERICAN FOREIGN POLICY (3 Sem. Hrs.)

The historical context in which the principles of American foreign policy developed from the foundation of the Republic to the mid-nineteenth century.

Prerequisite: History 41-42, or its equivalent.

HISTORY 162—THE UNITED STATES AS A WORLD POWER (3 Sem. Hrs.)

America's increasing involvement in world affairs in the late nineteenth century, and the search for security in the twentieth century.

Prerequisite: History 41-42, or its equivalent.

HISTORY 163-164—AMERICAN INTELLECTUAL HISTORY (6 Sem. Hrs.)

Main currents in American thought from the early settlements of colonial times down to the twentieth century. Special reference will be made to political theory, philosophy, science, religion, literature, and art.

Prerequisite: History 41-42, or its equivalent.

HISTORY 167—POLITICS AND EXPANSION, 1865-1912 (3 Sem. Hrs.)

American political development from Reconstruction to the Progressive Movement, with emphasis on conservatism, the origins of reform, and imperialism.

Prerequisite: History 41-42, or its equivalent.

HISTORY 168—CONTEMPORARY AMERICA, 1912-1960 (3 Sem. Hrs.)

American political developments from the era of Woodrow Wilson to the election of John F. Kennedy, with stress upon the rise of Liberalism, the impact of World War I, the 1920's, the Great Depression, the New Deal, World War II, and the Cold War.

Prerequisite: History 41-42, or its equivalent.

HISTORY 171—THE CIVIL WAR (3 Sem. Hrs.)

The major factors which contributed to the outbreak of the War Between the States, and the major military and diplomatic developments of that struggle.

Prerequisite: History 41-42, or its equivalent.

HISTORY 172—THE AGE OF RECONSTRUCTION (3 Sem. Hrs.)

Significant political and constitutional issues arising from the War Between the States, and the major issues involved in the controversy over Reconstruction.

Prerequisite: History 41-42, or its equivalent.

HISTORY 175—THE RISE OF MODERN AMERICA (3 Sem. Hrs.)

A study of the development, problems, and response to industrial and urban America from Civil War to 1917.

Prerequisite: History 41-42, or its equivalent.

HISTORY 176—INDUSTRIAL AMERICA SINCE WORLD WAR I (3 Sem. Hrs.)

An examination of economic America in prosperity and depression.

Prerequisite: History 41-42, or its equivalent.

HISTORY 181—COLONIAL LATIN AMERICA (3 Sem. Hrs.)

Indian cultures on the eve of discovery, the nature of Spanish and Portuguese imperial rule in the New World, and the impact of Western Civilization of the Indians.

HISTORY 182—ARGENTINA, BRAZIL, AND CHILE (3 Sem. Hrs.)

The emergence of Argentina, Brazil, and Chile as Great Powers in southern South America.

HISTORY 191-192—THE HISTORY OF CHINA (6 Sem. Hrs.)

The development of Chinese cultural institutions from antiquity to the present.

HISTORY 195—FORMATION OF CHINESE THOUGHT (3 Sem. Hrs.)

An analysis of the Classical Age (600-200 B.C.), using original texts in translation.

HISTORY 196—INTRODUCTION TO THE HISTORY OF INDIA (3 Sem. Hrs.)

A study of the History of India until the British conquest.

HISTORY 197—THE HISTORY OF RELIGIONS (3 Sem. Hrs.)

After an introduction to the subject from the fields of History, Sociology, and Psychology, the religions of Greece and Rome and of the Ancient Hebrews are treated.

HISTORY 198—THE HISTORY OF RELIGIONS (3 Sem. Hrs.)

India, China, Islam, American Protestantism, and the philosophy of religion are treated.

DEPARTMENT OF MATHEMATICS

Chairman: REV. STANLEY J. BEZUSZKA, S.J.

Associate Chairman: JOSEPH A. SULLIVAN.

Professors: LOUIS O. KATTSOFF, RENE J. MARCOU.

Associate Professors: GERALD G. BILODEAU, SAMUEL S. HOLLAND, JR., ROSE RING.

Assistant Professors: PAUL T. BANKS, REV. JOHN F. CAULFIELD, S.J., AUGUSTUS J. FABENS, REV. WALTER J. FEENEY, S.J., JOSEPH E. KREBS, ARCHILLE LAFERRIERE, ROBERT LEBLANC, JOHN P. SHANAHAN, MAURICE K. WALSH, DONALD R. WEIDMAN.

Lecturers: JACQUELINE L. CRISCENTI, MARGARET J. KENNEY, SATISH SHIRALI.

Teaching Fellows: CHARLES CARR, FREDERICK DOREY, JOHN DRISCOLL, JOSEPH DUBOIS, DANIEL HUGHES, GERARD KIERNAN, RAYMOND MURRAY.

Graduate Assistants: ANN DUNN, JOHN McLAUGHLIN, THOMAS F. PAONE.

N.S.F. Assistants: MARY ELLEN FARREY, MARIANO RODRIQUES, JR.

MATHEMATICS 1—INTRODUCTION TO MODERN ANALYSIS I (3 Sem. Hrs.)

This course is for students in the humanities and the social and biological sciences. The aims of the course are to provide an understanding of the nature of mathematics as a logical system and to lay a foundation for further study in mathematics. Topics covered include a unified treatment of algebra, trigonometry and analytic geometry of the line.

MATHEMATICS 2—INTRODUCTION TO MODERN ANALYSIS II (3 Sem. Hrs.)

A continuation of Mathematics 1 which includes a study of analytic geometry of the conic sections and provides a substantial introduction to calculus.

MATHEMATICS 1 H—INTRODUCTION TO MODERN ANALYSIS I (3 Sem. Hrs.)

This course is for students in the Honors Program whose preparation in mathematics includes trigonometry. Topics covered include symbolic logic, sets, partitions, vectors, and matrices.

MATHEMATICS 2 H—INTRODUCTION TO MODERN ANALYSIS II (3 Sem. Hrs.)

A continuation of Mathematics 1 H which comprises a study of differential and integral calculus.

MATHEMATICS 5—INTRODUCTION TO CALCULUS I (4 Sem. Hrs.)

This course is for students majoring in Chemistry, Mathematics, and Physics. Topics covered include a treatment of the algebraic properties of the real number system, vectors, functions, analytic geometry of the line and the conic sections, and a brief treatment of analytic trigonometry.

MATHEMATICS 6—INTRODUCTION TO CALCULUS II (4 Sem. Hrs.)

A continuation of Mathematics 5 which covers the following topics: the analytic properties of the real number system, limits, derivatives, and the definite integral.

MATHEMATICS 15—INTRODUCTION TO CALCULUS I (4 Sem. Hrs.)

Enrollment in this course is limited to students who have demonstrated an unusually high aptitude and achievement in mathematics. Topics covered include the algebraic properties of the real number system, vectors, a brief treatment of analytic geometry, limits and derivatives.

MATHEMATICS 16—INTRODUCTION TO CALCULUS II (4 Sem. Hrs.)

A continuation of Mathematics 15. Topics covered include the analytic properties of the real number system, integration, elementary functions and applications of the differential and integral calculus.

MATHEMATICS 23—CALCULUS I (3 Sem. Hrs.)

Topics covered include applications of the derivative and definite integral, complex numbers, vector analytic geometry in three-dimensional space, and vector-valued functions.

Prerequisite: Mathematics 6.

MATHEMATICS 24—CALCULUS II (3 Sem. Hrs.)

A continuation of Mathematics 23. Topics covered include a systematic treatment of partial differentiation and multiple integration and a brief treatment of elementary differential equations.

MATHEMATICS 25—INTERMEDIATE ANALYSIS I (3 Sem. Hrs.)

Enrollment in this course is limited to those students whose work in Mathematics 16 has been of honors quality. Topics covered include vector algebra and analytic geometry, the differential calculus of vector-valued functions of a vector, including some elementary differential geometry of curves and surfaces.

Prerequisite: Mathematics 16.

MATHEMATICS 26—INTERMEDIATE ANALYSIS II (3 Sem. Hrs.)

A continuation of Mathematics 25. Topics covered include multiple integrals, sequences and series, and an introduction to differential equations.

MATHEMATICS 31—CALCULUS I (3 Sem. Hrs.)

Topics covered include functions, limits, continuity, differentiation, and applications of the derivative.

Prerequisite: Mathematics 2 or 4.

MATHEMATICS 32—CALCULUS II (3 Sem. Hrs.)

A continuation of Mathematics 31. Topics covered include integration, methods of integration, applications of the definite integral, partial differentiation, multiple integration, and infinite series.

MATHEMATICS 33—MODERN ALGEBRA I (3 Sem. Hrs.)

This course consists of an introduction to algebraic structures: groups, rings, and fields. Topics include elementary number theory, homomorphism theorems, quotient structures, and polynomial rings.

MATHEMATICS 34—MODERN ALGEBRA II (3 Sem. Hrs.)

This is a continuation of Mathematics 33 and is a course in linear algebra. Topics include vector spaces, linear transformations, Matrices, and determinants.

MATHEMATICS 37—LINEAR ALGEBRA (3 Sem. Hrs.)

This course is designed for students in the social and management sciences. Topics covered include matrices, determinants, and vector spaces.

MATHEMATICS 38—CALCULUS (3 Sem. Hrs.)

This course is designed for students in the social and management sciences. Topics covered include the derivative with applications to maxima and minima problems, integrals, and graphing of functions.

MATHEMATICS 133—INTRODUCTION TO ABSTRACT ALGEBRA I (3 Sem. Hrs.)

Enrollment in this course is limited to those students whose work in mathematics has been of honors quality. The content of the course is similar to that of Mathematics 33.

MATHEMATICS 134—INTRODUCTION TO ABSTRACT ALGEBRA II (3 Sem. Hrs.)

A continuation of Mathematics 133. The content of this course is similar to that of Mathematics 34.

MATHEMATICS 135—ADVANCED CALCULUS I (3 Sem. Hrs.)

This course is for physics and chemistry majors. Topics covered include infinite series, functions of several variables, algebra and geometry of vectors, and matrices.

Prerequisite: Mathematics 24.

MATHEMATICS 136—ADVANCED CALCULUS II (3 Sem. Hrs.)

A continuation of Mathematics 135. Topics covered include vector field theory, partial differential equations, complex variables, probability, and numerical analysis.

MATHEMATICS 137—ADVANCED CALCULUS I (3 Sem. Hrs.)

This course consists of a systematic treatment of the differential and integral calculus of functions of several variables.

Prerequisite: Mathematics 24, 26, or 32.

MATHEMATICS 138—ADVANCED CALCULUS II (3 Sem. Hrs.)

A continuation of Mathematics 137. Topics covered include curves and surfaces, line and surface integrals, infinite series, and improper integrals.

MATHEMATICS 141—VECTOR ANALYSIS (3 Sem. Hrs.)

Topics covered include the algebra and calculus of vectors, symbolic operators, and integral theorems.

Prerequisite: Mathematics 136 or 138.

MATHEMATICS 142—PARTIAL DIFFERENTIAL EQUATIONS OF PHYSICS (3 Sem. Hrs.)

Topics covered include the equations of Poisson and Laplace, the wave equation, generalized (curvilinear) coordinate transformations, Fourier series, and orthogonal functions.

Prerequisite: Mathematics 136 or 138.

MATHEMATICS 145—ACTUARIAL MATHEMATICS I (3 Sem. Hrs.)

This course covers those topics in algebra which are of special interest to those preparing for careers as actuaries. Topics covered include theory of numbers, elementary sequences and series, inequalities, elementary theory of equations, and elementary theory of probability.

MATHEMATICS 146—ACTUARIAL MATHEMATICS II (3 Sem. Hrs.)

This is a course in the calculus of finite differences. Topics covered include symbolic operations, interpolation formulae and techniques, finite differentiation and integration, summation of series, and elementary difference equations.

Prerequisite: Mathematics 24 or 32.

MATHEMATICS 147—INTRODUCTION TO COMPUTER PROGRAMMING I (3 Sem. Hrs.)

Introduction to the IBM 1620 Data Processing System with punched card input/output. Programming languages discussed: 1620 Language, the Symbolic Programming system, and Basic Fortran with modifications. Emphasis on Fortran. Laboratory work in the preparation and testing of programs.

Three periods with laboratory per week.

MATHEMATICS 148—INTRODUCTION TO COMPUTER PROGRAMMING II
(3 Sem. Hrs.)

Continuation of Mathematics 147, with emphasis on the 1620 Machine Language and Symbolic Programming System. Discussion of iteration methods and subprograms. Laboratory work in the preparation and testing of programs.

Three periods with laboratory per week.

MATHEMATICS 149—MATHEMATICAL STATISTICS I (3 Sem. Hrs.)

The basic notions of probability are presented, using the algebra of sets. Topics covered include probability, density and distribution functions of discrete, continuous, and combined random variables; random sampling; binomial, Poisson, and multinomial distributions; and measures of central tendency and variability.

Prerequisite: Mathematics 24 or 32.

MATHEMATICS 150—MATHEMATICAL STATISTICS II (3 Sem. Hrs.)

A continuation of Mathematics 149. Topics covered include Chebyshev's inequality; Bernoulli's theorem, central limit theorem, De Moivre's theorem; estimation of parameters and maximum likelihood estimates; correlation and regression; the normal, chi-square, Student's *t*, and *F* distributions, with applications in obtaining confidence intervals and testing hypotheses.

MATHEMATICS 151—PROBABILITY (3 Sem. Hrs.)

This is a course in basic probability theory. Topics covered include independence and dependence; normal, Poisson, and related probability laws; random variables.

MATHEMATICS 154—TOPICS IN ALGEBRA (3 Sem. Hrs.)

This course is designed to provide a fairly deep penetration of some area of algebra.

Prerequisite: Mathematics 34.

MATHEMATICS 163—METHODS OF NUMERICAL ANALYSIS I
(3 Sem. Hrs.)

Topics covered include the solution of linear and non-linear algebraic equations, interpolation, numerical differentiation and integration.

Prerequisite: Mathematics 136 or Mathematics 138.

MATHEMATICS 164—METHODS OF NUMERICAL ANALYSIS II
(3 Sem. Hrs.)

This course is a continuation of Mathematics 163. Topics covered include the numerical solution of ordinary differential equations, functions of several variables, and approximations.

MATHEMATICS 166—PROJECTIVE GEOMETRY (3 Sem. Hrs.)

Topics covered include the principle of duality, Desargue's theorem with applications, cross ratios, and conics and their polar equations.

MATHEMATICS 172—SYMBOLIC LOGIC (3 Sem. Hrs.)

An introduction to the theory of logical inference and the algebra of logic. Topics covered include the sentential and quantificational calculi, the theory of relations and intuitive set theory.

MATHEMATICS 187—SEMINAR I (3 Sem. Hrs.)

This course is open to seniors majoring in mathematics. Topics considered vary from year to year. In 1964-1965 the topic is topology; metric spaces, topological spaces, continuous mappings, compactness and correctness.

MATHEMATICS 188—SEMINAR II (3 Sem. Hrs.)

In 1964-1965 the topic is the calculus of variations: the Euler equations and necessary and sufficient conditions for extrema. Application to some physical problems will be considered, as time permits.

MATHEMATICS 191—READING I

This course is open to a student only on the recommendation of some member of the faculty and with the approval of the Department. The student will work independently in some advanced or special area of mathematics under the guidance of a faculty member. Course credits vary according to the amount and character of the work undertaken.

MATHEMATICS 192—READING II

This course is a continuation of Mathematics 191.

***MATHEMATICS 225-226—TOPOLOGY I, II** (6 Sem. Hrs.)

Basic concepts of point set topology, including separation axioms, connectedness, compactness, continuous mappings, function spaces, metric spaces and completeness, introduction to algebraic topology, and other topics, as time permits.

***MATHEMATICS 231-232—ANALYSIS** (6 Sem. Hrs.)

Topics covered include the real number system, basic topological concepts, metric spaces, sequences, the Riemann-Stieltjes integral, and Lebesgue measure and integral.

***MATHEMATICS 235-236—FUNCTIONS OF A COMPLEX VARIABLE** (6 Sem. Hrs.)

Topics covered include differentiation and integration of a function of a complex variable, series expansions, residue theory, entire and meromorphic functions, Riemann surfaces and conformal mapping.

*Courses open to qualified students with the approval of the Department. Certain other courses listed in the Graduate School Catalogue may be taken as advanced electives with Departmental approval.

DEPARTMENT OF MILITARY SCIENCE

Chairman: COLONEL JOHN L. MURPHY, U.S.A.

Instructors: MAJOR DONALD M. WOOD, U.S.A., CAPTAIN JAMES W. CLARK, U.S.A., CAPTAIN FLOYD J. SCHAFER, U.S.A.

An Army Reserve Officers Training Corps Unit is maintained at Boston College. Military Science is a 4-year elective course. The object of the course of instruction in Military Science is to produce junior officers who, by their education, training, and inherent qualities, are qualified for continued development as officers of the United States Army. Commissions in the Regular Army are offered to Distinguished Military Graduates. Training in leadership is emphasized. Physically qualified male students between the ages of 14 and 22, who are citizens of the United States, and who are regularly enrolled in courses leading to a degree, are eligible to apply for enrollment in the ROTC at the beginning of the Freshman year. Applicants who successfully complete the prescribed ROTC qualification tests will be enrolled in the Advanced Course, within quota limitations set by the Department of the Army. Advanced Course students receive the monetary allowance prescribed by law.

MILITARY SCIENCE I—BASIC COURSE

**(4 Sem. Hrs.)*

Freshmen attend one hour of classroom instruction and one drill each week during the academic year, holidays excepted. The course includes instruction in the training of the soldier; the exercise of command; the organization of the army; the United States Army and national security; individual weapons and marksmanship.

MILITARY SCIENCE II—BASIC COURSE

**(4 Sem. Hrs.)*

Sophomores attend two classroom periods and one drill each week, holidays excepted, during the academic year. Subjects include map and aerial photography; an introduction to operations and basic tactics; and American military history.

**Not applicable to the credits required for a degree.*

MILITARY SCIENCE III—ADVANCED COURSE

(5 Sem. Hrs.)

Classroom instruction is devoted to leadership, military teaching principles, small unit tactics, communications, and familiarization with the organization, function, and mission of the branches of the Army. Actual exercise of command by students is emphasized during drill periods. Attendance at a six-weeks summer camp is required. Classroom instruction consists of two hours per week during one semester and three hours per week during the other semester. One hour of drill per week is required of all cadets.

MILITARY SCIENCE IV—ADVANCED COURSE*(5 Sem. Hrs.)*

As cadet officers, students enrolled in Military Science IV serve in command positions within the cadet brigade. Classroom instruction covers the United States in world affairs, logistics, operations, military administration, personnel management, leadership, and officer indoctrination. Students are selected for branch assignment in the Senior year. Classroom hours are two and three hours in alternate semesters, as in Military Science III, plus one hour of drill each week.

All Military Science classes, including drill periods, are scheduled during the normal academic day.

DEPARTMENT OF MODERN LANGUAGES

Chairman: NORMAND R. CARTIER.

Professors: PAUL A. BOULANGER, VINCENT A. McCROSSEN, ERNEST SICILIANO.*

Associate Professors: DOLORES A. FIORE, REV. JOSEPH D. GAUTHIER, S.J., LAWRENCE G. JONES.

Assistant Professors: NORMAN ARAUJO, ROBERT J. CAHILL, JOHN C. CONWAY, BENEDETTO FABRIZI, JOSEPH FIGURITO, VERA G. LEE, PAUL M. MICHAUD, ROBERT L. SHEEHAN, LEWIS A. M. SUMBERG.

Instructors: HILDA CALABRO, JAMES F. FLAGG, JR., DAGMAR GUTTMAN, J. DAVID SUAREZ, LILIAN WILLENS.

Lecturers: JUDITH K. ADAMS, ALAN J. CLAYTON, ANNE HOHENEMSER, MARIA MOROSOVA, ARSHALOUS SIMEONIAN.

Teaching Fellows: STANLEY J. GALEK, OLGA KARMATZ, GEORGE M. KNUETTEL.

Assistants: ANN R. CONLEE, ELLEN M. GILLESPIE, PATRICIA A. LUBEN.

*On leave of absence, Spring Term, 1965.

CHINESE

CHINESE 51-52—ELEMENTARY CHINESE (6 Sem. Hrs.)

A course for beginners, offering pronunciation drill and grammatical analysis of the language, and an introduction to the written forms, with practice in writing Chinese characters.

CHINESE 61-62—INTERMEDIATE CHINESE (6 Sem. Hrs.)

A continuation of Chinese 51-52.

FRENCH

FRENCH 1-2—ELEMENTARY FRENCH (6 Sem. Hrs.)

The purpose of elementary French is to teach the student not only to read French, but also pronounce correctly, to understand, and to use simple French.

FRENCH 11-12—INTERMEDIATE FRENCH (6 Sem. Hrs.)

This course is designed to develop, through oral usage, a feeling for the appropriate manner of expression. The basis of work will be readings which will stress the oral aspect of the language, supplemented by dictations and laboratory drill.

FRENCH 21-22—ADVANCED FRENCH (6 Sem. Hrs.)

The aim of this course is to perfect oral ability. Readings and discussions are based on masterpieces of French literature.

FRENCH 51-52—INTRODUCTION TO FRENCH (6 Sem. Hrs.)

This course is designed for Modern Language majors in languages other than French, who wish to cultivate a second language.

FRENCH 61-62—ORAL FRENCH (6 Sem. Hrs.)

A continuation of French 51-52, with emphasis on speech patterns.

FRENCH 71-72—FRENCH MASTERPIECES (6 Sem. Hrs.)

Selected readings from the great works of French literature. Analysis and discussion in French.

FRENCH 101-102—SURVEY OF FRENCH LITERATURE (6 Sem. Hrs.)

A general survey of literary movements and the works of major writers in French literature from the Middle Ages to the twentieth century.

For majors and for Freshmen who have a superior language background.

Conducted in French.

FRENCH 105-106—HISTORY OF THE FRENCH LANGUAGE (6 Sem. Hrs.)

A study of the internal and external factors which determined the development of French from spoken Latin to the modern language.

Conducted in French.

Not offered in 1964-1965.

FRENCH 115-116—FRENCH LITERATURE OF THE MIDDLE AGES (6 Sem. Hrs.)

The origin and growth of literary genres in France, from the tenth through the fifteenth century. Analysis of works which influenced literature throughout western Europe.

Conducted in French.

FRENCH 121-122—RENAISSANCE IN FRANCE (6 Sem. Hrs.)

French literature of the sixteenth century, with particular emphasis on the poets of the Pléiade, and the works of Rabelais and Montaigne.

Conducted in French.

FRENCH 131-132—SEVENTEENTH CENTURY LITERATURE (6 Sem. Hrs.)

A study of the classical literature of the age.

Conducted in French.

FRENCH 153-154—ROMANTICISM AND REALISM
IN FRENCH LITERATURE

(6 Sem. Hrs.)

A study of these currents in French poetry, drama, and narrative literature of the nineteenth century, with detailed analysis of the masterpieces.

Conducted in French.

FRENCH 163-164—CONTEMPORARY FRENCH LITERATURE (6 Sem. Hrs.)

A study of the literature of France from 1920 to the present.

Conducted in French first semester.

Conducted in English second semester.

FRENCH 175-176—CULTURAL BACKGROUND OF FRENCH LITERATURE

(6 Sem. Hrs.)

A study of the outstanding cultural achievements of French civilization, conducted in conjunction with French 275-276, two meetings a week, with a separate third meeting for undergraduates.

Conducted in French.

FRENCH 181-182—ADVANCED COMPOSITION AND CONVERSATION

(6 Sem. Hrs.)

This course is designed to give advanced students a grasp of French stylistics, and to foster the development of individual style in written and oral use of the language.

Conducted in French.

FRENCH 191—INTRODUCTION TO LINGUISTICS

(3 Sem. Hrs.)

This course is identical with English, French, German, Russian, and Spanish 191. Cf. Linguistics under Inter-Departmental Program.

FRENCH 192—PHONETICS

(3 Sem. Hrs.)

The sounds and rhythm of spoken French are studied, with the objective of perfecting the student's pronunciation and intonation.

Conducted in French.

Not offered in 1964-1965.

FRENCH 195—WORKSHOP IN THE TEACHING OF MODERN
LANGUAGES (SECOND SEMESTER)

(3 Sem. Hrs.)

A study of the specific procedures in modern language teaching in American secondary schools. The language laboratory is used for the practical aspects of the course.

GERMAN

GERMAN 1-2—ELEMENTARY GERMAN (6 Sem. Hrs.)

The purpose of elementary German is to teach the student not only to read German, but also to pronounce correctly, to understand, and to use simple German.

GERMAN 11-12—INTERMEDIATE GERMAN (6 Sem. Hrs.)

This course is designed to develop, through oral usage, a feeling for the appropriate manner of expression. The basis of work will be readings which stress the oral and written aspect of the language, supplemented by dictations and laboratory drill. Students may select scientific or non-scientific German.

GERMAN 21-22—ADVANCED GERMAN (6 Sem. Hrs.)

The aim of this course is to perfect oral ability by offering readings for discussion. Students may select scientific or non-scientific German.

GERMAN 51-52—INTRODUCTION TO GERMAN (6 Sem. Hrs.)

This course is designed for Modern Language majors in languages other than German, who wish to cultivate a second language.

GERMAN 53-54—INTRODUCTION TO GERMAN (Science) (6 Sem. Hrs.)

A course for science majors beginning the language.

GERMAN 61-62—ORAL GERMAN (6 Sem. Hrs.)

A continuation of German 51-52, with greater emphasis on speech patterns.

GERMAN 71-72—INTERMEDIATE SCIENTIFIC GERMAN (6 Sem. Hrs.)

Readings in scientific German at the intermediate level.

GERMAN 81-82—ADVANCED SCIENTIFIC GERMAN (6 Sem. Hrs.)

A continuation of German 71-72, stressing scientific material at an advanced level.

GERMAN 101-102—HISTORY OF GERMAN LITERATURE (6 Sem. Hrs.)

A general survey of German literature, dealing with the most important writers and literary movements, encompassing the period from the ninth to the eighteenth century.

Conducted in German.

GERMAN 131-132—GERMAN LITERATURE SINCE GOETHE (6 Sem. Hrs.)

A detailed study of the romantic and early modern period.

Conducted in German.

GERMAN 171-172—THE GERMAN NOVEL (6 Sem. Hrs.)

A study of the literary and social background of the German novel, accompanied by discussions and written reports in German.

Conducted in German.

GERMAN 179-180—INTERMEDIATE COMPOSITION AND CONVERSATION
(6 Sem. Hrs.)

This course provides possible majors with an initial training in both the spoken and written medium on an advanced level.

Conducted in German.

GERMAN 181-182—ADVANCED COMPOSITION AND CONVERSATION
(6 Sem. Hrs.)

This course is designed to give advanced students a finer feeling for German style.

Conducted in German.

GERMAN 191—INTRODUCTION TO LINGUISTICS (3 Sem. Hrs.)

This course is identical with English, French, German, Russian, and Spanish 191. Cf. Linguistics under Inter-Departmental Programs.

ITALIAN

ITALIAN 1-2—ELEMENTARY ITALIAN (6 Sem. Hrs.)

The aim of this course for beginners is to teach students not only to read Italian, but also to pronounce correctly, to understand, and to use simple Italian.

ITALIAN 11-12—INTERMEDIATE ITALIAN (6 Sem. Hrs.)

This course develops, through oral usage, a feeling for the appropriate manner of expression. The approach will be based upon readings which stress the oral and written aspect of the language, supplemented by dictations and laboratory drill.

ITALIAN 21-22—ADVANCED ITALIAN (6 Sem. Hrs.)

The aim of this course is to perfect oral ability by offering appropriate readings for discussion in Italian.

ITALIAN 51-52—INTRODUCTION TO ITALIAN (6 Sem. Hrs.)

This is a course for students majoring in a modern language other than Italian.

ITALIAN 61-62—ORAL ITALIAN (6 Sem. Hrs.)

A continuation of Italian 51-52, with emphasis on speech patterns.

ITALIAN 101-102—SURVEY OF ITALIAN LITERATURE (6 Sem. Hrs.)

A general survey of major literary production in Italy, from the origins to contemporary writers. For students who have achieved superior proficiency in the language.

Conducted in Italian.

ITALIAN 111-112—DANTE AND THE *Divina Comedia* (6 Sem. Hrs.)

The *Divina Comedia* is studied in the light of the literary, political, and religious ideals of the period.

Conducted in Italian.

Not offered in 1964-1965.

SLAVIC STUDIES

SLAVIC 1-2—ELEMENTARY RUSSIAN (8 Sem. Hrs.)

This is a course for beginners. The stress is on intensive training in Russian grammar, accompanied by suitable reading exercises and elementary composition.

SLAVIC 11-12—INTERMEDIATE RUSSIAN (6 Sem. Hrs.)

This course is designed to develop, through oral usage, a feeling for the appropriate manner of expression. The basis of work is Russian prose of moderate difficulty.

SLAVIC 51-52—INTRODUCTION TO RUSSIAN (8 Sem. Hrs.)

An introduction to Russian, with special attention to pronunciation and oral comprehension.

SLAVIC 61-62—INTERMEDIATE (Intensive) RUSSIAN (12 Sem. Hrs.)

This course is designed, through intensive training in oral usage, to achieve an adequate mastery of the language: listening comprehension, oral proficiency, and composition. The basis of the work is the original prose of Russian writers, of moderate difficulty.

SLAVIC STUDIES 161—READINGS IN DOSTOEVSKY (3 Sem. Hrs.)

This course will concentrate on readings in Russian from the works of Dostoevsky, along with biographical and critical works in Russian and English. It will be organized as a seminar with reports required from all students.

SLAVIC STUDIES 162—READINGS IN CHEKHOV (3 Sem. Hrs.)

This course will be centered on readings in Russian from the works of Chekhov, along with biographical and critical works in Russian and English. It will be organized as a seminar with seminar reports required from all students.

SLAVIC 181-182—ADVANCED RUSSIAN (6 Sem. Hrs.)

The aim of this course is to give the student practice in composition, both oral and written, in order to obtain ease and fluency in the expression of idiomatic Russian.

SLAVIC 191—INTRODUCTION TO LINGUISTICS (3 Sem. Hrs.)

This course is identical with English, French, German, Russian, and Spanish 191. Cf. Linguistics and Slavic under Interdepartmental Programs.

SLAVIC 192—STRUCTURE OF MODERN RUSSIAN (3 Sem. Hrs.)

The phonology, morphology, and syntax of contemporary standard Russian.

Prerequisite: Linguistics 191, or its equivalent.

SLAVIC 193-194—OLD RUSSIAN LITERATURE (6 Sem. Hrs.)

History of Russian language and literature from the eleventh through the eighteenth centuries.

Prerequisite: two years of Russian grammar.

Not offered in 1964-1965.

See also Slavic Studies, p. 143.

SPANISH

SPANISH 1-2—ELEMENTARY SPANISH (6 Sem. Hrs.)

The purpose of elementary Spanish is to teach the student not only to read Spanish, but also to pronounce correctly, to understand and to use simple Spanish.

SPANISH 11-12—INTERMEDIATE SPANISH (6 Sem. Hrs.)

This course is designed to develop, through oral usage, a feeling for the appropriate manner of expression. The basis for this approach will be readings which will stress the oral aspect of the language, supplemented by dictations and laboratory drill.

SPANISH 21-22—ADVANCED SPANISH (6 Sem. Hrs.)

This course is designed to perfect oral ability by offering to the student a sound training in conversation, based on readings from Spanish prose.

SPANISH 51-52—INTRODUCTION TO SPANISH (6 Sem. Hrs.)

This course is designed for Modern Language majors in languages other than Spanish, who wish to cultivate a second language.

SPANISH 61-62—ORAL SPANISH (6 Sem. Hrs.)

A continuation of Spanish 51-52, with emphasis on speech patterns.

SPANISH 101-102—HISTORY OF SPANISH LITERATURE (6 Sem. Hrs.)

A general survey of Spanish literature, dealing with the more important writers and literary movements.

Conducted in Spanish.

SPANISH 131-132—LITERATURE OF THE GOLDEN AGE (6 Sem. Hrs.)

A study of the classical literature of Spain.

Conducted in Spanish.

SPANISH 153-154—ROMANTICISM IN SPAIN (6 Sem. Hrs.)

The Romantic movement in Spain is studied in its doctrines, its major exponents, and its influence on the literature of the nineteenth and twentieth centuries. This course is conducted in conjunction with Spanish 253-254, two meetings a week, with a separate third meeting for undergraduate students.

Conducted in Spanish.

Not offered in 1964-1965.

SPANISH 175-176—CULTURAL BACKGROUND OF SPANISH LITERATURE (6 Sem. Hrs.)

A study of the outstanding cultural achievements in Spanish civilization, conducted in conjunction with Spanish 275-276, two meetings a week, with a separate third meeting for undergraduate students.

Conducted in Spanish.

SPANISH 181-182—ADVANCED COMPOSITION AND CONVERSATION

(6 Sem. Hrs.)

This course is designed to give students a grasp of Spanish stylistics, and to foster the development of individual style in written and oral use of the language.

Conducted in Spanish.

SPANISH 183-184—SPANISH STYLISTICS

(6 Sem. Hrs.)

A continuation of Spanish 181-182 which combines difficult exercises in translation with a sound training in stylistics.

Conducted in Spanish.

SPANISH 191—INTRODUCTION TO LINGUISTICS

(3 Sem. Hrs.)

This course is identical with English, French, German, Russian, and Spanish 191. Cf. Linguistics under Inter-Departmental Programs.

COMPARATIVE LITERATURE

COMP. LIT. 173-174—ASIAN LITERATURE IN TRANSLATION

(6 Sem. Hrs.)

Certain outstanding and representative literary works from the Middle East, India, China, and Japan will be studied. Appropriate lectures will place the writings in their cultural and historical settings, but the major part of the course will be devoted to class discussions of the literary values and techniques of these non-Western dramas, epics, poems, and novels.

Not offered in 1964-1965.

COMP. LIT. 176—MASTERPIECES OF THE ORIENT

(3 Sem. Hrs.)

Selected readings from the literary masterpieces of the Orient.

Not offered in 1964-1965.

DEPARTMENT OF NATURAL SCIENCES

Chairman: ROBERT F. O'MALLEY.

Lecturer: REV. ARTHUR J. DRISCOLL.

NATURAL SCIENCES 11-12—PRINCIPLES OF PHYSICAL SCIENCE

(8 Sem. Hrs.)

A comprehensive introduction to the origin and development of the key concepts and fundamental theories in Physics and Chemistry which have led to the present position of the atomic sciences.

Three lectures and one two-hour laboratory period per week for two semesters.

DEPARTMENT OF PHILOSOPHY

Chairman: REV. FREDERICK J. ADELMANN, S.J.

Professor Emeritus: REV. JAMES H. DOLAN, S.J.

Professors: REV. JAMES L. DUFFY, S.J., REV. ALEXANDER G. DUNCAN, S.J., REV. WILLIAM E. FITZGERALD, S.J., REV. ROBERT P. FLANAGAN, S.J., DONALD A. GALLAGHER, REV. FRANCIS E. LOW, S.J., REV. TIMOTHY J. O'MAHONY, S.J., REV. FRANCIS J. TOOLIN, S.J., REV. FRANCIS X. WEISER, S.J.

Associate Professors: THOMAS J. BLAKELEY, WILLIAM E. CARLO, REV. JOSEPH A. DEVENNY, S.J., NORMAN J. WELLS.

Assistant Professors: REV. JOSEPH L. BARRETT, S.J., BRIAN J. CUDAHY, REV. JOHN D. DONOGHUE, S.J., REV. JOSEPH FLANAGAN, S.J., REV. GEORGE R. FUIR, S.J., IDELLA J. GALLAGHER, REV. MERRILL F. GREENE, S.J., WILLIAM J. HAGGERTY, JR., REV. JOHN A. HINCHEY, S.J., STUART B. MARTIN, REV. FRANCIS P. MOLLOY, S.J., REV. RICHARD T. MURPHY, S.J., JOSEPH L. NAVICKAS, THOMAS J. OWENS, REV. JOSEPH F. QUANE, S.J., REV. LEO A. REILLY, S.J., REV. JOHN P. ROCK, S.J., REV. CHARLES B. TOOMEY, S.J.

Instructors: JOHN T. CARMODY, S.J., EDWARD D. MEAGHER, RICHARD F. SEDLOCK.

Visiting Lecturer: REV. JAMES A. O'DONOHUE, J.C.D.

Lecturer: LOUIS O. KATTSOFF.

Graduate Assistants: JOHN J. DONNELLY, FRANCIS R. GENDREAU, JAMES E. MCGREGOR, THOMAS F. WALL.

For those majoring in Philosophy, twelve semester hours of course work, approved by the Department, are required, over and above the prescribed Philosophy courses. With the approval of the Chairman, special electives in Philosophy, or allied fields, may be taken by undergraduates in the Graduate School of Arts and Sciences.

PHILOSOPHY 1—INTRODUCTORY PHILOSOPHY

(3 Sem. Hrs.)

The course commences with a detailed analysis of Aristotelian logic and then moves into a study of the types of problems investigated by philosophers over the course of history. The second part of the course analyzes the methodologies proper to philosophy, theology, science, history, and mathematics.

PHILOSOPHY 21—METAPHYSICS

(3 Sem. Hrs.)

This course pursues the study of the real in a metaempirical and/or phenomenological way, according to the interest of the professor. It culminates in a knowledge of "being" in an existential sense, an analysis of cause, and a consideration of the proofs for God's existence.

PHILOSOPHY 22—PHILOSOPHICAL ANTHROPOLOGY

(3 Sem. Hrs.)

This course considers the evidence of personal experience, philosophy, and science in its appraisal of the true nature of men as possessing an immaterial intellect and will, rooted in a spiritual soul. The senses, emotions, and passions of man are also discussed. The sources for this course are found in the ancient, medieval, and modern philosophers, together with insights gleaned from contemporary writers in phenomenology and existentialism.

PHILOSOPHY 53—GENERAL ETHICS

(3 Sem. Hrs.)

An attempt to arrive at a system of values for Christian living from a consideration of the history of philosophy, personal experience, empirical evidence, and metaphysical principles. Thus, certain moral absolutes are derived, together with a correct understanding of conscience, natural law, sanctions, and rights and duties.

PHILOSOPHY 54—SPECIAL ETHICS

(3 Sem. Hrs.)

This course applies the general moral principles discussed in Philosophy 53 to the concrete situation. Thus, the values and obligations attached to inter-personal relations, family life, civil rights and duties, social justice, and religion are concretized by examples and rooted in the general system of values.

PHILOSOPHY 56—CHRISTIAN MORAL ISSUES

(3 Sem. Hrs.)

This course applies the general moral principles discussed in Philosophy 53 to the concrete situation as including a commitment to the Christian faith and community. The same issues as mentioned in Philosophy 54 are developed not only from philosophical insights, but also from such sources as Revelation and the teachings of the Church, in the spirit of Pope John's "aggiornamento."

The required course in the History of Modern Philosophy may be satisfied by electing one of the following three-semester courses:

PHILOSOPHY 101—ANCIENT PHILOSOPHY

(3 Sem. Hrs.)

(1st. Sem.)

A study of ancient philosophical problems, beginning with the Pre-Socratics, continuing through Plato and Aristotle, and culminating in Plotinus.

PHILOSOPHY 102—MEDIEVAL PHILOSOPHY

(3 Sem. Hrs.)

(2nd Sem.)

A study of medieval philosophical thought from Augustine to William of Ockham. Aquinas and the Franciscan School are studied historically and textually.

PHILOSOPHY 103—MODERN PHILOSOPHY

(3 Sem. Hrs.)
(1st. Sem.)

This course begins with Descartes and concludes with Hegel, studying especially the theory of knowledge of each of the key modern philosophers. The course is supplemented with required readings from the philosophers studied.

PHILOSOPHY 104—CONTEMPORARY PHILOSOPHY

(3 Sem. Hrs.)

A study of current movements in philosophy such as Logical Positivism, Analysis, Existentialism, and Marxism.

Certain courses listed in the Graduate School catalogue may be taken as advanced electives by Philosophy majors, with the approval of the Department.

DEPARTMENT OF PHYSICS

Acting Chairman: FREDERICK E. WHITE.

Associate Professors: ROBERT L. BECKER, REV. STANLEY J. BEZUSZKA, S.J., ROBERT L. CAROVILLANO*, JOSEPH H. CHEN, REV. JAMES J. DEVLIN, S.J., RICHARD E. DOWNING, FRANCIS MCCAFFREY, SOLOMON L. SCHWEBEL.

Assistant Professors: REV. JOHN F. FITZGERALD, S.J., EDWARD V. JEZAK, REV. JOHN H. KINNIER, S.J., DARRYL LEITER, REV. FRANCIS A. LIUMA, S.J., JOHN J. POWER.

Instructor: ROBERT H. TABONY.

N.A.S.A. Fellow: JOHN C. KASHER, S.J.

N.D.E.A. Fellows: JOHN G. HOGAN, JAMES T. KARPICK.

N.S.F. Graduate Fellow: PATRICK P. McDERMOTT, S.J.

N.S.F. Cooperative Fellows: WILLIAM R. KRITZLER, HENRY I. SMITH, JR.

Research Assistants: JOHN H. BRADSHAW, VICTOR E. LAGARDE, III, JOSEPH R. O'CONNOR, THOMAS P. SHAUGHNESSY.

Teaching Assistants: HENRY J. BUSH, GEORGE D. ENSLEE, MARY SUSAN GUSSENHOVEN, FRANCIS G. HOFSTAEDTER, JOSEPH H. KING, JOHN J. LARKIN, JOHN J. MAGUIRE, GEORGIO MATELLI, MARTIN S. McDONOUGH, SAMUEL UVA, WILLIAM A. WALL.

*On leave of absence, 1964-1965.

The Department of Physics offers a major with a balanced program of classical and modern physics. The sequence of courses, integrated with the accompanying courses in mathematics, aims primarily at preparing the gifted student for graduate study in physics. At the same time, it endeavors to communicate to the student the basic theoretical and experimental techniques requisite for employment and advancement as a professional physicist. Special arrangements for admission to candidacy

for this degree may be made for those exceptional students who, in the judgment of the Department, give promise of significant contributions to the world of physics.

PHYSICS 20—ELECTRICITY AND MAGNETISM I (3 Sem. Hrs.)

A thorough study of the principles and applications of electricity and magnetism, with free use of the calculus.

Three lectures and one scheduled recitation hour per week for one semester.

PHYSICS 21—MECHANICS I (PHYSICS MAJORS) (3 Sem. Hrs.)

A thorough introduction to the principles and applications of classical mechanics, with free use of the calculus.

Three lectures and one scheduled recitation hour per week for one semester.

PHYSICS 22—ELECTRICITY AND MAGNETISM I (PHYSICS MAJORS) (4 Sem. Hrs.)

A thorough study of the principles and applications of electricity and magnetism, with free use of the calculus. Laboratory work will deal with fundamental instruments.

Three lectures, one laboratory period, and one scheduled recitation hour per week for one semester.

PHYSICS 23—GENERAL PHYSICS I (CALCULUS) (4 Sem. Hrs.)

A thorough introduction to the principles and applications of classical mechanics, with free use of the calculus; introductory thermodynamics and kinetic theory of gases. Laboratory work will include the design and evaluation of experiments.

Three lectures, one laboratory period, and one scheduled recitation hour per week for one semester.

PHYSICS 24—GENERAL PHYSICS II (CALCULUS) (4 Sem. Hrs.)

A study of the principles and applications of electricity and magnetism, with free use of the calculus, including a selection of topics from optics and the electromagnetic theory of light. Laboratory work will deal with fundamental instruments.

Three lectures, one laboratory period, and one scheduled recitation hour per week for one semester.

PHYSICS 25—GENERAL PHYSICS I (CALCULUS) (3 Sem. Hrs.)

A thorough introduction to the principles and applications of classical mechanics, with free use of the calculus; introductory thermodynamics and kinetic theory of gases.

Three lectures and one scheduled recitation hour per week for one semester.

PHYSICS 26—GENERAL PHYSICS II (CALCULUS) (3 Sem. Hrs.)

A thorough study of the principles and applications of electricity and magnetism, with free use of the calculus; a selection of topics from optics and the electromagnetic theory of light.

Three lectures and one scheduled recitation hour per week for one semester.

PHYSICS 27-28—GENERAL PHYSICS I, II (Non-Calculus) (8 Sem. Hrs.)

An introduction to classical and modern physics, the main emphasis being on fundamental principles.

Three lectures and one laboratory period per week for two semesters.

PHYSICS 29-30—GENERAL PHYSICS I, II (Non-Calculus) (6 Sem. Hrs.)

An introduction to classical and modern physics, the main emphasis being on fundamental principles.

Three lectures per week for two semesters.

PHYSICS 31—OPTICS (4 Sem. Hrs.)

Geometrical optics; wave motion. Huygen's principle, dispersion, interference, diffraction, polarization, electromagnetic and quantum theory.

Three lectures and one laboratory period per week for one semester.

PHYSICS 32—THERMODYNAMICS AND KINETIC THEORY (3 Sem. Hrs.)

Thermometry, equation of state, laws of thermodynamics. Kinetic theory of gases and elementary statistical mechanics.

Three lectures per week for one semester.

PHYSICS 33—OPTICS (3 Sem. Hrs.)

Geometrical optics; wave motion. Huygen's principle, dispersion, interference, diffraction, polarization, electromagnetic and quantum theory.

Three lectures per week for one semester.

PHYSICS 112—MECHANICS II (4 Sem. Hrs.)

Summary of mechanics of particles, systems and rigid bodies. Moving coordinate systems; Lagrange's and Hamilton's equations. Rotation of rigid bodies; small vibrations; continuous media.

Three lectures and one laboratory period per week for one semester.

PHYSICS 145—SPECTROSCOPY I (3 Sem. Hrs.)

Line spectra, atomic structure, instruments, techniques.

PHYSICS 146—SPECTROSCOPY II (3 Sem. Hrs.)

Molecular spectra and structure; methods of applied spectroscopy.

PHYSICS 148—X-RAY DIFFRACTION (3 Sem. Hrs.)

X-Ray tubes, goniometers, cameras; lattice systems; Bragg's law, Laue diffraction, reciprocal lattices; diffraction techniques for determination of lattice constants.

Three lectures per week for one semester.

PHYSICS 151—ELECTRICITY AND MAGNETISM II (3 Sem. Hrs.)

A thorough discussion of electric and magnetic fields in empty space and in material media, culminating in Maxwell's equations and propagation of electromagnetic radiation.

Three lectures per week for one semester.

PHYSICS 162—ELECTRONICS I (4 Sem. Hrs.)

Vacuum tubes and semiconductors as circuit elements; analysis of selected circuits useful for the researcher.

Two lectures and two laboratory periods per week for one semester.

PHYSICS 164—ELECTRONICS II (3 Sem. Hrs.)

Motion of electrons in electronic and magnetic fields; relativistic effects; electron optics. Thermionic, field and secondary emission. Photo-electronic emission and devices. Gaseous electronics. Special topics.

Three lectures per week for one semester.

PHYSICS 165—MICROWAVE ELECTRONICS (4 Sem. Hrs.)

Generation, transmission, and detection of microwaves; representative techniques of microwave measurements.

Two lectures and two laboratory periods per week for one semester.

PHYSICS 171—MODERN PHYSICS I (4 Sem. Hrs.)

Rutherford picture of the atom; classical theory of the electron; special theory of relativity. Early ideas on quantization; Bohr-Sommerfeld theory. Introduction to Schrödinger wave mechanics.

Three lectures and one laboratory period per week for one semester.

PHYSICS 172—MODERN PHYSICS II (3 Sem. Hrs.)

Radiative transitions with applications to optical and X-ray spectra; theory of angular momentum; selection rules. Quantum statistics; band theory of solids.

Three lectures per week for one semester.

PHYSICS 191—NUCLEAR PHYSICS (4 Sem. Hrs.)

Descriptive theory of nuclei; nuclear disintegrations and radiations, and their interaction with matter; nuclear reactions and scattering.

Three lectures and one laboratory period per week for one semester.

PHYSICS 193—NUCLEAR PHYSICS (3 Sem. Hrs.)

Descriptive theory of nuclei; nuclear disintegrations and radiations, and their interaction with matter; nuclear reactions and scattering.

Three lectures per week for one semester.

PHYSICS 195—THEORETICAL PHYSICS I (3 Sem. Hrs.)

Selected topics in particle mechanics and electrodynamics.

Three lectures per week for one semester.

PHYSICS 196—THEORETICAL PHYSICS II (3 Sem. Hrs.)

Selected topics in relativity, mechanics of continuous media, and quantum mechanics.

Three lectures per week for one semester.

*PHYSICS 211—MATHEMATICAL PHYSICS * (3 Sem. Hrs.)

Treatment of a selection of the following topics, with a view to their application to physics problems: matrices and linear transformations, partial differential equations, eigenvalue and boundary-value theory, Green's function, variation and perturbation methods, etc.

Three lectures per week for one semester.

*PHYSICS 231—THERMODYNAMICS (3 Sem. Hrs.)

Advanced discussion of the principles of thermodynamics; statistical foundation of thermodynamic laws including Nernst's heat theorem.

Three lectures per week for one semester.

*PHYSICS 273—SOLID STATE PHYSICS I (3 Sem. Hrs.)

A study of crystal structures, lattice vibrations and thermal properties of solids, lattice energy of ionic crystals, dielectric and optical properties of insulators, ferroelectrics, diamagnetism and ferromagnetism, free electron theory of metals.

Three lectures per week for one semester.

*PHYSICS 281—QUANTUM MECHANICS I (3 Sem. Hrs.)

Fundamental concepts of quantum mechanics; hydrogen atom; perturbation theory; angular momentum and spin; two-body problems; symmetry and the Pauli principle.

Three lectures per week for one semester.

*Courses open to specially qualified students with the approval of the Department.

DEPARTMENT OF POLITICAL SCIENCE

Chairman: PAUL T. HEFFRON*.

Visiting Professor: PETER H. ODEGARD.

Professor: PETER S. H. TANG.

Associate Professor: MARVIN C. RINTALA.

Assistant Professors: GARY P. BRAZIER*, PIERRE-MICHEL FONTAINE,
EDGAR LITT.

Lecturer: THOMAS J. HARGADON.

**On leave of absence, 1964-1965.*

POLITICAL SCIENCE 31-32—INTRODUCTION TO POLITICAL SCIENCE

(3 Sem. Hrs.)

This course introduces the student to the basic concepts of political science during the first semester, and treats generally of American national government. The second semester is concerned with a more specific study of American governmental functions and policies.

POLITICAL SCIENCE 101—INTRODUCTION TO AMERICAN NATIONAL
GOVERNMENT

(3 Sem. Hrs.)

A more condensed treatment of the essentials of American national government for those who have not taken Political Science in Sophomore year.

POLITICAL SCIENCE 102—THE LEGISLATIVE PROCESS

(3 Sem. Hrs.)

A study of the organization, functions, personnel, and legislative philosophy of the United States Congress.

POLITICAL SCIENCE 103—STATE AND LOCAL GOVERNMENT

(3 Sem. Hrs.)

The structure and functions of government in the United States at the state and local level are studied.

POLITICAL SCIENCE 104—THE AMERICAN PRESIDENCY

(3 Sem. Hrs.)

An historical and analytical study of the development of the office and powers of the Chief Executive is made, with an examination of the problems arising out of the relationship between the Executive and Legislative branches.

POLITICAL SCIENCE 105—FUNDAMENTALS OF PUBLIC ADMINISTRATION

(3 Sem. Hrs.)

The functions, relationships and problems of operation in the executive branch of American federal, state, and local government are analyzed.

POLITICAL SCIENCE 106—ORGANIZATION AND MANAGEMENT

(3 Sem. Hrs.)

The structure and procedures involved in the administrative management of executive agencies of government are examined.

POLITICAL SCIENCE 107—THE AMERICAN PARTY SYSTEM

(3 Sem. Hrs.)

This course gives a detailed analysis of the nature and functioning of American political parties and pressure groups.

POLITICAL SCIENCE 108—INTERGOVERNMENTAL RELATIONS

(3 Sem. Hrs.)

An analytical survey is made of the theories, institutions, and forces that shape the distribution and utilization of government power within the United States federal system. Particular attention is given to national-state-local relations and to the emerging problems of area and administration in metropolitan communities.

POLITICAL SCIENCE 111—SELECTED PROBLEMS IN AMERICAN
GOVERNMENT

(3 Sem. Hrs.)

An intensive analysis of significant problems in American government—national, state, and local.

POLITICAL SCIENCE 113-114—AMERICAN CONSTITUTIONAL
DEVELOPMENT

(6 Sem. Hrs.)

The evolution of the American Constitution through Supreme Court decisions is studied, with emphasis on such topics as judicial review, federalism, the national commerce power, due process of law, and civil liberties.

POLITICAL SCIENCE 121-122—COMPARATIVE MODERN GOVERNMENTS

(6 Sem. Hrs.)

This course comprises a study of the principal European governments. Emphasis is placed on the present day structure and functions of these governments, as well as on their historical origins.

POLITICAL SCIENCE 141—GOVERNMENT AND POLITICS OF LATIN
AMERICA I

(3 Sem. Hrs.)

Introduction to the political culture of the area: survey of the human spectrum, the legacy of the colonial period and of the independence movement, the constitutional traditions, the experience with "caudillismo," radicalism, liberalism, militarism, and totalitarianism. Study of the governmental and political processes.

POLITICAL SCIENCE 142—GOVERNMENT AND POLITICS OF LATIN
AMERICA II

(3 Sem. Hrs.)

Analysis of the major political problems of Latin America today, with emphasis on the role of the military, the problem of participation, the political implications of economic development and social change, the impact of nationalism and communism, and the relations with the United States and other great powers.

POLITICAL SCIENCE 151—INTERNATIONAL RELATIONS AND POLITICS
(3 Sem. Hrs.)

The nation-state system, its principles of operation and the bases of national power and policy are examined.

POLITICAL SCIENCE 152—INTERNATIONAL ORGANIZATION AND POLICY
(3 Sem. Hrs.)

The structure, power, and policy of leading international organizations are analyzed, and a study is made of the power and policy of the United States in its relationships with the international community.

POLITICAL SCIENCE 153—SOVIET POLITICAL INSTITUTIONS
(3 Sem. Hrs.)

A detailed analysis of the political power structure of the Soviet Union.

POLITICAL SCIENCE 154—GOVERNMENT AND POLITICS OF CHINA
(3 Sem. Hrs.)

A detailed study of the evolution of political ideas and institutions of contemporary China. Special references are made to Communist revolutionary strategies and tactics, as well as to ideology and leadership.

POLITICAL SCIENCE 156—SOVIET FOREIGN POLICY (3 Sem. Hrs.)

A study of the basic principles and agencies for the formulation and execution of Soviet foreign policy. Particular attention is given to Soviet views and behavior toward the United States.

POLITICAL SCIENCE 157—GOVERNMENT AND POLITICS OF THE
FAR EAST (3 Sem. Hrs.)

This course is a comparative study of the political systems of East and Southeast Asian countries. The impact of such political forces as colonialism, imperialism, nationalism, and Communism is examined. Special attention is given to the processes of social change and the problem of political stability of all emerging nations of the region.

POLITICAL SCIENCE 158—GOVERNMENT AND POLITICS OF EAST
CENTRAL EUROPE (3 Sem. Hrs.)

This course analyzes the political developments of the countries of East Central Europe. Special emphasis is placed on the Communist seizure of power, the processes of Sovietization, and the relations among the Communist bloc countries.

POLITICAL SCIENCE 161-162—THE HISTORY OF POLITICAL THOUGHT
(6 Sem. Hrs.)

The works of leading political theorists from ancient Greece through contemporary times are considered.

POLITICAL SCIENCE 197-198—SENIOR SEMINAR (6 Sem. Hrs.)

Research and student reports on selected topics; completion of the Honors thesis.

Open only to specially qualified students, with the approval of the Department.

DEPARTMENT OF PSYCHOLOGY

Chairman: REV. JAMES F. MOYNIHAN, S.J.

Professor: JOHN M. VONFELSINGER.

Associate Professors: JOSEPH R. CAUTELA, WILLIAM P. PARÉ.

Assistant Professors: DANIEL J. BAER, REV. JOHN R. MCCALL, S.J.

Instructor: HAROLD N. KELLNER.

Lecturer: WILLIAM C. COTTLE.

The undergraduate Department of Psychology is designed to meet the needs of three classes of students: a) those who want a sound cultural background in the study of the human personality; b) those who wish to acquire a thorough undergraduate training in psychology, as majors, in anticipation of professional graduate study; and c) those who desire a basic understanding of human behavior as a supplement to some other major field of concentration.

Majors in psychology must obtain at least 18 credits in psychology, among which must be included courses in General Psychology, Physiological Psychology, Experimental Laboratory Psychology, and Statistics. They should take their science requirement in Biology.

PSYCHOLOGY 30—INTRODUCTION TO PSYCHOLOGY (3 Sem. Hrs.)

An introduction to the field of modern psychology designed to give a basic understanding of human behavior to students who are not majoring in psychology.

PSYCHOLOGY 31—GENERAL PSYCHOLOGY I (3 Sem. Hrs.)

This course covers principles and methods of modern general psychology, with special treatment of the sense modalities; and the psychology of sensation and sense perception.

PSYCHOLOGY 32—GENERAL PSYCHOLOGY II (3 Sem. Hrs.)

A continuation of Psychology 31, with special reference to problems and psychological experimentation on the thought and learning process, memory, emotions, and will.

PSYCHOLOGY 111—EXPERIMENTAL PSYCHOLOGY I (3 Sem. Hrs.)

An introduction to the principles and methods of experimental psychology, with laboratory investigation of selected topics from the areas of sensation and perception.

Two lectures and two laboratory periods per week for one semester.

PSYCHOLOGY 112—EXPERIMENTAL PSYCHOLOGY II (3 Sem. Hrs.)

A more advanced treatment of laboratory methods and techniques in experimental psychology, with a correspondingly advanced level in the problems which are investigated. There will be individual research.

Prerequisite: Psychology 111.

Two lectures and two laboratory periods per week for one semester.

PSYCHOLOGY 121—STATISTICS IN PSYCHOLOGY (3 Sem. Hrs.)

This is a course in the use of statistical methods in psychology: arrangement and manipulation of the data, measures of central tendency, variability, and elementary correlation methods.

PSYCHOLOGY 122—PHYSIOLOGICAL PSYCHOLOGY (3 Sem. Hrs.)

A study of the physiological correlates of human behavior; the structures and functions of the organism, receptors, nervous system, and effectors; and the physiological basis of the emotions and the perceptual processes.

PSYCHOLOGY 123—HISTORY AND SYSTEMS OF PSYCHOLOGY (3 Sem. Hrs.)

This course presents an historical and logical analysis of the schools of thought in modern psychology: Structuralism, Functionalism, Behaviorism, Gestalt, Psychoanalysis, and their derivatives.

PSYCHOLOGY 131—ABNORMAL PSYCHOLOGY (3 Sem. Hrs.)

A study of the forms of mental disorders, their etiology and development, and the schools of psychotherapy, with special reference to clinical methods and mental hygiene.

PSYCHOLOGY 132—PSYCHOLOGICAL MEASUREMENTS (3 Sem. Hrs.)

The subjects presented in this course are: group and individual tests of mental abilities and special aptitudes; and the use, administration, and interpretation of psychological tests, together with the concepts and purpose underlying them.

PSYCHOLOGY 133—PSYCHOLOGY OF ADOLESCENCE (3 Sem. Hrs.)

A study of the characteristics and attendant problems of adolescent growth and development, and of relevant techniques of teaching and guidance, based on modern research.

PSYCHOLOGY 134—CHILD PSYCHOLOGY (3 Sem. Hrs.)

A study of the physiological, intellectual, social, and emotional factors in child development, and an interpretation and treatment of various problems in child behavior.

PSYCHOLOGY 135—SEMINAR IN PERSONALITY THEORY (3 Sem. Hrs.)

A seminar in the nature, development, theories, and methods of investigation of personality.

PSYCHOLOGY 136—SOCIAL PSYCHOLOGY (3 Sem. Hrs.)

A study of the principles of psychology applied to the individual in the social situation, and in investigation of special topics of groups and cultures, attitudes, group and crowd behavior, cooperation, leadership, social learning, and motivation.

PSYCHOLOGY 138—INDUSTRIAL PSYCHOLOGY (3 Sem. Hrs.)

The application of principles and methods of psychology to business and industry is considered.

PSYCHOLOGY 139—PROBLEMS IN INDUSTRIAL PSYCHOLOGY (3 Sem. Hrs.)

This course presents a detailed consideration of specific problems in the areas of personnel and industrial psychology.

PSYCHOLOGY 141—PSYCHOLOGY OF MOTIVATION (3 Sem. Hrs.)

A study of basic and acquired motivation states, with emphasis on the application of fundamental motivation principles to problems of perception, morale, decision-making, and bargaining.

PSYCHOLOGY 151-152—DIRECTED RESEARCH IN PSYCHOLOGY

(6 Sem. Hrs.)

A course designed to give the student experience with a prolonged research problem. Problems are selected and carried out by the student. The course content includes: selection of a research problem; survey of background material; submission of a formal research proposal; apparatus design; collection and analysis of data; and submission of a final research report. Emphasis is placed on student initiative. This course is open to specially qualified students with the approval of the Department.

PSYCHOLOGY 199—READING FOR PREREQUISITES

This course offers a reading of basic books in the fields of psychology in which candidates for high degrees are deficient. There will be written reports, conferences, and examinations. Permission to take this course and the number of credits given for it will depend on the judgment of the director.

DEPARTMENT OF SOCIOLOGY

Chairman: JOHN D. DONOVAN.

Assistant Professors: FRANCIS D. POWELL, BUFORD RHEA, ROBERT G. WILLIAMS.

Instructor: MADELEINE D. GIGUÈRE.

Lecturers: VAHAKN N. DADRIAN, JOHN F. MUNGOVAN.

SOCIOLOGY 101—INTRODUCTORY SOCIOLOGY (3 Sem. Hrs.)

This course studies the fundamental concepts and theories of sociology: forms of social organization, modes of social interaction, social process, and social change.

SOCIOLOGY 107—SOCIOLOGY OF DEVIANT BEHAVIOR (3 Sem. Hrs.)

This course analyzes a selected range of personal and social problems currently recognized as threats to social order. Some of the problems studied include alcoholism, drug addiction, and juvenile delinquency.

SOCIOLOGY 121—SOCIOLOGICAL ANALYSIS (3 Sem. Hrs.)

This course is an intensive examination of the philosophical and methodological foundations of modern sociology. Required for all majors.

SOCIOLOGY 126—METHODS OF SOCIAL RESEARCH (3 Sem. Hrs.)

Theory and method in social research. Research designs and techniques. Field exercises in selected research procedures. Required for all majors.

SOCIOLOGY 141—SOCIAL PROCESSES (3 Sem. Hrs.)

An analysis of the modes of social interaction, with special emphasis on the processes of conflict and cooperation.

SOCIOLOGY 147—RACE RELATIONS (3 Sem. Hrs.)

This course reviews contemporary trends in the study of racial and other minority groups, with particular attention to the American situation.

SOCIOLOGY 148—INTRODUCTION TO SOCIAL WORK (3 Sem. Hrs.)

The fields of social welfare and social work are surveyed through a study of such objectives and processes as case work, community organization, and social work administration. The effectiveness of modern social work in meeting social needs is evaluated.

SOCIOLOGY 151—SOVIET SOCIETY (3 Sem. Hrs.)

An examination of the ideological premises of Soviet society and the instances of modification of some of these premises in view of international rivalries, internal ethnic conflicts, and industrial exigencies.

SOCIOLOGY 154—SOCIOLOGY OF EDUCATION (3 Sem. Hrs.)

This course views education as a social process. It analyzes the institutional structure of American education, the social roles of administrators, teachers, and students, and the interrelationships between education and social classes.

SOCIOLOGY 156—SOCIOLOGY OF THE FAMILY (3 Sem. Hrs.)

This course analyzes the family system, particularly in the United States, in terms of its structure and functions, roles and interrelationships of family members, and the impact of change and crises.

SOCIOLOGY 162—COMPARATIVE SOCIAL INSTITUTIONS (3 Sem. Hrs.)

An examination of the structures of diverse institutions in terms of origins, functions, and changes. The concepts of cultural relativism and the role of industrial technology will be utilized as frames of reference.

SOCIOLOGY 163—INDUSTRIAL SOCIOLOGY (3 Sem. Hrs.)

A systematic study of work groups, worker interaction, and worker sentiments in industrial settings.

SOCIOLOGY 168—THE COMMUNITY (3 Sem. Hrs.)

This course analyzes the major institutional structures of modern communities. Particular attention will be given to urbanism as a way of life and to metropolitan communities.

SOCIOLOGY 184—SOCIOLOGICAL THEORY (3 Sem. Hrs.)

This course traces the development of theory as a legitimate province of modern sociology and critically examines its relationship to empirical research, as well as to social thought as such. Required for all majors.

DEPARTMENT OF SPEECH

Chairman: JOHN H. LAWTON.

Assistant Professors: MARY T. KINNANE, REV. JOSEPH M. LARKIN, S.J., J. PAUL ALBERT MARCOUX.

SPEECH ARTS 51—PUBLIC SPEAKING (3 Sem. Hrs.)

Concentration on the effective preparation and delivery of such classical speech types as expository, occasional, persuasive, and argumentative addresses. Attention is given to various modes of speaking, including the extemporaneous, impromptu, and manuscript methods. A considerable use is made of recordings, so that students may evaluate their own progress.

SPEECH ARTS 53—ORAL INTERPRETATION OF LITERATURE (3 Sem. Hrs.)

The principles and techniques of reading aloud, with emphasis upon the logical meaning and emotional content of various literary forms. Practice in readers' and chamber theater techniques.

SPEECH ARTS 55—PRINCIPLES OF THEATRE ART (3 Sem. Hrs.)

A study of the theatre from the Greeks to the present, indicating the influences of the physical stage on the form and content of dramatic literature.

DEPARTMENT OF THEOLOGY

Chairman: REV. JAMES J. CASEY, S.J.

Professors: REV. WILLIAM A. DONAGHY, S.J., REV. EDWARD T. DOUGLAS, S.J., REV. MAURICE V. DULLEA, S.J., REV. WILLIAM J. LEONARD, S.J.*, REV. FREDERICK L. MORIARTY, S.J., REV. EDWARD L. MURPHY, S.J., REV. JOSEPH E. SHEA, S.J.

Associate Professors: REV. JAMES L. MONKS, S.J., REV. DANIEL J. SAUNDERS, S.J.

Assistant Professors: REV. JOSEPH P. CAREW, S.J., REV. DAVID F. CARROLL, S.J., REV. JOSEPH J. CONNOR, S.J., REV. DAVID R. CUMMISKEY, S.J., REV. PAUL A. CURTIN, S.J., REV. J. FRANCIS DEVINE, S.J.*, REV. JEREMIAH J. DONOVAN, S.J., REV. MILES L. FAY, S.J., REV. PAUL J. MURPHY, S.J., REV. LEO P. O'KEEFE, S.J., REV. CHARLES J. REARDON, S.J., REV. ROBERT L. RICHARD, S.J., REV. CHARLES M. RODDY, S.J., REV. GREGORY R. ROY, S.J., REV. LEO A. SHEA, S.J., REV. FELIX F. TALBOT, S.J., REV. RICHARD L. TWOMEY, S.J., REV. JOHN J. WALSH, S.J.

Instructors: REV. ROBERT T. FERRICK, S.J., REV. DANIEL J. FOLEY, S.J., REV. JOHN P. MCNAMARA, S.J.

Lecturers: REV. PASQUALE J. BARLETTA, REV. GERALD L. BUCKE, REV. ROBERT F. HOEY, S.J., REV. ANSELM MURPHY, O.S.B., REV. JOHN A. TOBIN, S.J.

**On leave of absence, 1964-1965.*

THEOLOGY 1—JUDAEO-CHRISTIAN TRADITIONS (3 Sem. Hrs.)

An investigation of the Old Testament, which presents the turning points of Israel's history, with special emphasis on three main currents of Hebrew thought: monotheism, morality, and messianism. It concludes with an historical and theological study of the life and mystery of Christ as presented in the Four Gospels.

THEOLOGY 21—THE CHURCH IN THE NEW TESTAMENT (2 Sem. Hrs.)

This course is an historical study of the origin and growth of the Church, the instrument of divine tradition, as presented in the Acts of the Apostles and in selected Epistles of St. Paul.

THEOLOGY 22—THE INNER LIFE OF THE CHURCH (2 Sem. Hrs.)

A study of the Church as the Mystical Body of Christ; supernatural faith; and the Holy Trinity.

THEOLOGY 23H—THE CHURCH IN THE NEW TESTAMENT (2 Sem. Hrs.)

This course is an historical study of the origin and growth of the Church, the instrument of divine tradition, as presented in the Acts of the Apostles and in selected Epistles of St. Paul.

THEOLOGY 24H—THE INNER LIFE OF THE CHURCH (2 Sem. Hrs.)

A study of the Church as the Mystical Body of Christ; supernatural faith; and the Holy Trinity.

THEOLOGY 25AH—THE ORIGINS OF THE CHURCH AND ITS INNER LIFE (4 Sem. Hrs.)

This course is an historical study of the origin and growth of the Church, the instrument of divine tradition, as presented in the Acts of the Apostles and in selected Epistles of St. Paul, together with a study of the Church as the Mystical Body of Christ; supernatural faith; and the Holy Trinity.

THEOLOGY 41—DOGMATIC THEOLOGY I (2 Sem. Hrs.)

A study of God the creator; divine providence; man and his destiny; original sin; and Jesus Christ, God and man.

THEOLOGY 42—DOGMATIC THEOLOGY II (2 Sem. Hrs.)

A study of Jesus Christ, priest and redeemer; Mary, Mother of God; sanctifying grace and actual grace; and the supernatural virtues.

THEOLOGY 51H—DOGMATIC THEOLOGY I (2 Sem. Hrs.)

A study of God the creator; divine providence; man and his destiny; original sin; and Jesus Christ, God and man.

THEOLOGY 52H—DOGMATIC THEOLOGY II (2 Sem. Hrs.)

A study of Jesus Christ, priest and redeemer; Mary, Mother of God; sanctifying grace and actual grace; and the supernatural virtues.

THEOLOGY 53AH—THE THEOLOGY OF THE INCARNATE WORD (2 Sem. Hrs.)

A study of God the creator; divine providence; man and his destiny; original sin; and Jesus Christ, God and man.

THEOLOGY 55AH—THE REDEMPTIVE INCARNATION (2 Sem. Hrs.)

A study of Jesus Christ, priest and redeemer; Mary, Mother of God; sanctifying grace and actual grace; and the supernatural virtues.

THEOLOGY 101—SACRAMENTS I (2 Sem. Hrs.)

A study of the sacramental system; the sacraments of baptism, confirmation, and orders; sin and repentance; and the sacraments of penance and extreme unction.

THEOLOGY 102—SACRAMENTS II (2 Sem. Hrs.)

A study of Christian marriage; the sacrament of the Eucharist; the Eucharistic Sacrifice; death and judgment; eternal punishment; and Heaven, the Church Triumphant.

THEOLOGY 106AH—THE SACRAMENTS OF CHRIST (4 Sem. Hrs.)

A study of the sacramental system; the sacraments of baptism, confirmation, and orders; sin and repentance; the sacraments of penance and extreme unction; Christian marriage; the sacrament of the Eucharist; the Eucharistic Sacrifice; death and judgment; eternal punishment; and Heaven, the Church Triumphant.

THEOLOGY 107H—THE SACRAMENTS OF CHRIST (2 Sem. Hrs.)

A study of the sacramental system; the sacraments of baptism, confirmation and orders; sin and repentance; the sacraments of penance and extreme unction; Christian marriage; the sacrament of the Eucharist; the Eucharistic Sacrifice; death and judgment; eternal punishment; and Heaven, the Church Triumphant.

THEOLOGY 108H—CHRISTIAN FAITH AND THE MODERN WORLD. (2 Sem. Hrs.)

This course will be a study of the impact of Christian Faith on the problems that face the layman in the modern world. Among the subjects to be discussed are the role of the layman in the Church, the faith of Catholics and the faith of Protestants, authority and freedom, the role of the State in education, the relationship of theology and literature.

THEOLOGY 109H—THE SACRAMENTAL LIFE AND DOGMATIC THEOLOGY (4 Sem. Hrs.)

A study of the sacramental system; the sacraments of baptism, confirmation, and orders; sin and repentance; the sacraments of penance and extreme unction; Christian marriage; the sacrament of the Eucharist; the Eucharist Sacrifice; death and judgment; eternal punishment; and Heaven, the Church Triumphant. The course will conclude with a consideration of modern theological thought, with special emphasis on its relationship to sacramental theology.

THEOLOGY 111—THE DEAD SEA SCROLLS (3 Sem. Hrs.)

This course will treat of the discovery, identification, and dating of the Qumran literature and its contents. It will discuss the excavations of the Khirbet Qumran, The Qumran Covenanters, and the Essenes. It will examine Essene beliefs and practices, the Teacher of Righteousness. Finally, it will compare and contrast Essenism, Judaism, and Christianity.

THEOLOGY 122—GREAT BOOKS OF CHRISTIAN THEOLOGY (3 Sem. Hrs.)

This course will focus on some of the major and most representative works in theology from the Apostolic age until modern times. To qualify as a "great book," a work must have achieved permanence, not only because of its intrinsic originality and importance, but also because of its continuing relevance. Works will also be selected with a view to variety and balance. Thus, the student will go to the source of the best theological thinking throughout the Christian centuries which has contributed such a significant element to the Western culture to which he is heir and in which he lives.

THEOLOGY 135—RELIGIOUS CURRENTS IN THE THIRD
CENTURY CHURCH (3 Sem. Hrs.)

The history of the Church in the third century is one of expansion and development. This course will consider the remarkable growth of Christianity in Rome, Africa, Alexandria, and Palestine. Then, with the Decian persecution, it will examine the weakness of Christians, the apostasies that gave rise to such acute problems as the forgiveness of sins of apostasy, actual schism, the challenge to the authority of the episcopacy, the baptism of heretics, and the threat to the unity of the Church.

THEOLOGY 139-140—BIBLICAL GREEK (6 Sem. Hrs.)

This course is designed for students who desire to read the New Testament and other documents of early Christianity written in Greek, in the original language. The course will concern itself with the study of grammar and syntax, and, in addition, there will be selected readings in the New Testament. The prior study of Greek is not required.

THEOLOGY 141-142—ELEMENTARY BIBLICAL HEBREW (6 Sem. Hrs.)

This course is an introduction to Biblical Hebrew. Its objectives will be the mastery of elementary Hebrew grammar and the ability to read the easier passages of the Hebrew Old Testament.

THEOLOGY 143—HISTORY OF ISRAEL (3 Sem. Hrs.)

A cultural study of the Hebrews from the age of Abraham to the end of the religious community in Jerusalem. Emphasis will be placed on the development of the Old Testament.

THEOLOGY 144—SELECTED READINGS IN BIBLICAL HEBREW
(3 Sem. Hrs.)

This course is open to students who have manifested an ability in elementary Biblical Hebrew. Its objective is to give the student a deeper understanding and competence in his reading of the Old Testament.

THEOLOGY 145-146—SELECTED READINGS IN CONTEMPORARY

THEOLOGY

(6 Sem. Hrs.)

This course is an examination and analysis of the trends and the schools of modern theological thought.

THEOLOGY 151—MORALITY AND THE MODERN BUSINESS WORLD

(3 Sem. Hrs.)

After a consideration of the sources of morality and ethical-moral systems, this course will investigate the morality of individualism, capitalism, and socialism (the environment of business decision); the areas of social conflict such as personnel administration, management-union relationships, the problems of competition, advertising and selling, pricing; the contributions of the Churches to business morality; business-government relations; and social justice and charity.

Open only to seniors in the College of Business Administration and students majoring in Economics.

THEOLOGY 165—A HISTORY OF CHRISTIAN WORSHIP (3 Sem. Hrs.)

This course will review the development of both private and social prayer among Christians, pointing out its antecedents in the prayer of the Old Testament, its origins in the precept and example of Christ, and its growth from apostolic times. Subjects for discussion will include psalmody, acclamations and invocations, hymns, creeds, litanies, the contents of the liturgical books (with special reference to the Divine Office), the Christian Year, the Sacraments, blessings and consecrations, devotions to Our Lady and the Saints, and meditation, according to the various schools of spirituality.

INTER-DEPARTMENTAL PROGRAMS

The following programs of study were organized to facilitate the study of areas of knowledge which are not covered by a single department. Although most of these courses may be taken for credit by students majoring in various departments, students will be allowed to major in one of the Inter-Departmental areas only upon the recommendation of the Secretary of the Program and with the approval of the Dean.

ASIAN STUDIES

Administrative Committee: THE DEAN, *Chairman*

DR. PAUL M. MICHAUD, *Secretary*

The courses offered in this program are designed to provide students with an introduction to the history, language, and culture of Asia.

ASIAN STUDIES 51-52—ELEMENTARY CHINESE (6 Sem. Hrs.)

ASIAN STUDIES 61-62—INTERMEDIATE CHINESE (6 Sem. Hrs.)

COMPARATIVE LITERATURE 173-174—ASIAN LITERATURE IN
TRANSLATION (6 Sem. Hrs.)

Not offered in 1964-1965.

COMPARATIVE LITERATURE 176—MASTERPIECES OF THE ORIENT
(3 Sem. Hrs.)

Not offered in 1964-1965.

HISTORY 191-192—HISTORY OF CHINA (6 Sem. Hrs.)

HISTORY 195—FORMATION OF CHINESE THOUGHT (3 Sem. Hrs.)

HISTORY 196—INTRODUCTION TO THE HISTORY OF INDIA (3 Sem. Hrs.)

POLITICAL SCIENCE 154—GOVERNMENT AND POLITICS OF CHINA
(3 Sem. Hrs.)

POLITICAL SCIENCE 157—GOVERNMENT AND POLITICS OF THE FAR EAST
(3 Sem. Hrs.)

LATIN-AMERICAN STUDIES

Administrative Committee: THE DEAN, *Chairman*

DR. JOSEPH T. CRISCENTI, *Secretary*

The courses offered in this program are designed to provide students with an understanding of the history, literature, culture, economy, and social structure of Latin America.

ECONOMICS 158—ECONOMIC POLICY SEMINAR (3 Sem. Hrs.)

ECONOMICS 171—THEORY OF INTERNATIONAL TRADE (3 Sem. Hrs.)

ECONOMICS 173—ECONOMIC DEVELOPMENT (3 Sem. Hrs.)

ECONOMICS 179—INTERNATIONAL ECONOMIC POLICY (3 Sem. Hrs.)

GOVERNMENT 151—INTERNATIONAL RELATIONS AND POLITICS
(3 Sem. Hrs.)

HISTORY 181—COLONIAL PERIOD IN LATIN AMERICA (3 Sem. Hrs.)

HISTORY 182—ARGENTINA, BRAZIL, AND CHILE (3 Sem. Hrs.)

POLITICAL SCIENCE 141-142—GOVERNMENT AND POLITICS OF
LATIN AMERICA (6 Sem. Hrs.)

SPANISH 61-62—ORAL SPANISH (6 Sem. Hrs.)

SPANISH 101-102—HISTORY OF SPANISH LITERATURE (6 Sem. Hrs.)

LINGUISTICS

*Administrative Committee: THE DEAN, Chairman**DR. LAWRENCE G. JONES, Secretary*

This course is designed to provide an introduction to the study of languages for all students majoring in English, Modern Languages, or Philosophy.

LINGUISTICS 191—INTRODUCTION TO LINGUISTICS (3 Sem. Hrs.)

A study of language as a communication system which covers the following topics: the principles and methods of analyzing languages; phonetics, phonology, morphology, and syntax; and the relation of acoustical research, information theory, and symbolic logic to linguistic analysis.

SLAVIC STUDIES

*Administrative Committee: THE DEAN, Chairman**DR. LAWRENCE G. JONES, Secretary*

The courses offered in this program are designed to provide students with an understanding of the history, language, literature, culture, and economic and social structure of Russia.

SLAVIC 1-2—ELEMENTARY RUSSIAN	(8 Sem. Hrs.)
SLAVIC 11-12—INTERMEDIATE RUSSIAN	(6 Sem. Hrs.)
SLAVIC 51-52—INTRODUCTION TO RUSSIAN	(8 Sem. Hrs.)
SLAVIC 61-62—INTERMEDIATE (Intensive) RUSSIAN	(12 Sem. Hrs.)
SLAVIC 161—READINGS IN DOSTOEVSKY	(3 Sem. Hrs.)
SLAVIC 162—READINGS IN CHEKHOV	(3 Sem. Hrs.)
SLAVIC 181-182—ADVANCED RUSSIAN	(6 Sem. Hrs.)
SLAVIC 191—INTRODUCTION TO LINGUISTICS	(3 Sem. Hrs.)
SLAVIC 192—STRUCTURE OF MODERN RUSSIAN	(3 Sem. Hrs.)
SLAVIC 193-194—OLD RUSSIAN LITERATURE	(6 Sem. Hrs.)

Not offered in 1964-1965.

Related Courses:

ECONOMICS 197—SOVIET ECONOMIC SYSTEM	(3 Sem. Hrs.)
HISTORY 151—THE HISTORY OF MODERN RUSSIA	(3 Sem. Hrs.)
POLITICAL SCIENCE 153—SOVIET POLITICAL INSTITUTIONS	(3 Sem. Hrs.)
POLITICAL SCIENCE 156—SOVIET FOREIGN POLICY	(3 Sem. Hrs.)

COLLEGE ORGANIZATIONS

In addition to the traditional classroom matter and methods, there has always been at Boston College, as at all Jesuit Institutions, a great interest in extra-curricular activities. Essentially, these activities are a development of and a supplement to the courses of study in the regular curriculum. They are also a practical application of classroom learning to contemporary life, and an important means of stimulating that social contact between individuals of similar cultural interests which plays an important part in a rounded liberal arts education. As such, they were outlined as long ago as 1599 in the Jesuit *Ratio Studiorum* under the heading of "Academies" and have always been a notable feature of Jesuit education.

EXTRACURRICULAR ACTIVITIES OF UNDERGRADUATE SCHOOLS

<i>Organization</i>	<i>Faculty Adviser</i>
Accounting Academy	Mr. Arthur L. Glynn
Alpha and Omega	Dr. Michael Anello
Alpha Kappa Psi	Mr. James O. Dunn
Alpha Sigma Nu	Rev. Arthur A. MacGillivray, S.J.
Alumni	Rev. Francis V. Sullivan, S.J.
American Chemical Society Affiliates	Dr. Francis Bennett
Bellarmino Law and Government Academy ..	Rev. William J. Kenealy, S.J.
Ballarmino Speakers Club (Evening College)	Mr. Robert B. Russell
Beta Gamma Sigma	Rev. Alfred J. Jolson, S.J.
Blessed Oliver Plunkett Society	Rev. Martin Harney, S.J.
Boston College Debating Society	Dr. John H. Lawton
	Mr. James J. Unger
Business Club	Mr. Henry P. McDonald
Cadet Officers Club	Major Donald M. Wood, U.S.A.
Campus Council	Rev. Alfred J. Jolson, S.J.
Le Cercle Francais	Miss Lilian Willens
Circle "K" Club	Mr. Christopher J. Flynn, Jr.
Class Activities:	
Freshman	Rev. Miles L. Fay, S.J.
Sophomore	Rev. Merrill F. Greene, S.J.
Junior	Rev. John R. Trzaska, S.J.
Senior	Rev. George F. Lawlor, S.J.
Classics Academy	Rev. Carl J. Thayer, S.J.
CBA Debating Society	Mr. Joseph M. McCafferty

CBA Toastmasters Circle	Mr. Thomas P. Hughes
Cosmos, Journal of Science	Dr. André deBethune
Delta Sigma Pi	Mr. Frederick J. Zappala
Dormitory Council	Rev. John F. Caulfield, S.J.
Dramatic Society	Rev. Joseph M. Larkin, S.J.
Economics Academy	Dr. David J. Loschky
English Academy	Mr. Richard E. Malany
English Academy, School of Nursing	Dr. Clara M. Siggins
Faculty Wives Club	Rev. Martin P. Harney, S.J.
Finance Club	Rev. John J. Collins, S.J.
Foreign Trade Club	Dr. Vladimir N. Bandera
Geology Club	Rev. James W. Skehan, S.J.
German Academy	Mrs. Dagmar Guttman
Gold Key Society	Rev. Robert T. Ferrick, S.J.
Heights	Rev. Robert J. Cheney, S.J.
	Mr. John T. Carmody, S.J.
Historical Society	Rev. Leonard P. Mahoney, S.J.
Humanities	Dr. Paul M. Michaud
International Club	Dr. Raymond T. McNally
Intramurals	Mr. Malcolm McLoud
Italian Academy	Miss Hilda A. Calabro
Journal of Business	Mr. Henry P. McDonald
Kappa Pi	Mr. Stephen A. Paterna
Knights of Columbus	Rev. Richard T. Murphy, S.J.
Lay Apostolate	Rev. David R. Cumiskey, S.J.
League of the Sacred Heart	
Arts and Sciences	Rev. Richard G. Shea, S.J.
Business Administration	Rev. Gregory R. Roy, S.J.
Education	Rev. Francis X. Weiser, S.J.
Nursing	Rev. Walter J. Meagher, S.J.
Marketing Executives, Academy of	Mr. Ermenegildo Alfano
Mass Servers' Club	Rev. Miles L. Fay, S.J.
Mater Spei Society	Miss Pauline R. Sampson
Mendel Club	Dr. James J. Gilroy
Music Clubs	
Band	Rev. Joseph A. Glavin, S.J.
University Chorale	Rev. Daniel J. Foley, S.J.
Omicron Chi Epsilon	Dr. Bogdan Mieczkowski
Order of the Cross and Crown	Rev. Alexander G. Duncan, S.J.
Philomatheia Club	Rev. John J. Murphy, S.J.
Philosophy Club	Rev. Leo A. Reilly, S.J.

Pius XII Academy	Dr. Catherine M. Downey
Public Affairs Forum	Rev. Robert J. McEwen, S.J.
Psychology Club	Dr. Daniel J. Baer
Radio Clubs:	
Amateur Radio Society—WIPR	Rev. John F. Fitzgerald, S.J.
Campus Broadcasting Station—WVBC	Rev. Daniel J. Saunders, S.J.
MARS Radio Station—AA1WCX	Captain Floyd J. Schafer, U.S.A.
Ricci Mathematics Academy	Rev. Stanley J. Bezuszk, S.J.
Rod and Gun Club	Rev. George F. Lawlor, S.J.
ROTC Lewis Drill Team	Captain Floyd J. Schafer, U.S.A.
St. Thomas More Society	Rev. John A. Tobin, S.J.
School of Education Women's Council	Miss Mary T. Kinnane
Siena Society	Miss Pauline R. Sampson
Sigma Pi Sigma, Boston College Physics Club	Dr. Frederick E. White
Society for the Advancement of Management	Mr. Justin C. Cronin
Sociology Academy	Mr. Robert G. Williams
Sodality	
Directors	Rev. Carroll J. Bourg, S.J.
	Rev. Leo A. Reilly, S.J.
School of Education	Rev. William FitzGerald, S.J.
Evening College	Rev. David R. Cummiskey, S.J.
School of Nursing,	
Basic Program	Rev. James F. Geary, S.J.
School of Nursing,	
Graduate Program	Rev. John C. O'Connell, S.J.
Spanish Academy	Mr. J. David Suarez
Student Bar Association	Rev. Robert F. Drinan, S.J.
Student-Faculty Organization	
Basic Nurse Program	Rev. James F. Geary, S.J.
Graduate Nurse Program	Miss Phyllis H. Green
Student Senate	
Arts and Sciences	Mr. Weston M. Jenks, Jr.
Business Administration	Mr. Christopher J. Flynn, Jr.
Education	Dr. Vincent C. Nuccio
Evening College	Rev. David R. Cummiskey, S.J.
Stylus	Rev. Francis W. Sweeney, S.J.
Sub Turri	Rev. John P. McNamara, S.J.
Women's Recreation Association	Miss Theresa A. Powell
World Relations League	Mr. Pierre-Michel Fontaine
Writer's Workshop	Dr. Leonard R. Casper

AWARDS

GENERAL EXCELLENCE MEDAL

A gold medal, the gift of the Philomatheia Club, for general excellence in all branches studied during the entire four years in the College of Arts and Sciences is awarded at the annual commencement.

THE WILLIAM CARDINAL O'CONNELL THEOLOGY MEDAL

The William Cardinal O'Connell Medal, the gift of His Eminence the late William Cardinal O'Connell, is awarded at the annual commencement to the student who has attained the highest average in all courses of Theology studied during four years in the College of Arts and Sciences.

THE FRANCIS J. BRICK AWARD

The Francis J. Brick Award, the gift of Mrs. Francis J. Brick in memory of her husband, an alumnus of the class of 1896, is a gold medal which is awarded to a member of each graduating class in the College of Arts and Sciences who has been outstanding in character, loyalty, leadership, and scholarship during his four years at Boston College. The winner of this medal will have his name engraved on a cup which is kept in the office of the President of the College.

THE RIGHT REVEREND JOSEPH M. FITZGIBBONS AWARD

The Right Reverend Joseph M. Fitzgibbons Award, the gift of the Right Reverend Pastor of St. Jerome's Church, Arlington, Massachusetts, is awarded to the student who, in the judgment of the Faculty, has profited most by his stay at Boston College.

THE REVEREND EDWARD H. FINNEGAN, S.J., MEMORIAL AWARD

The Reverend Edward H. Finnegan, S.J., Memorial Award, a cash award, is given annually to the Senior who has best exemplified the spirit of the College Motto, "Ever To Excel."

THE SCHOLARSHIP FUND

The Scholarship Fund award of \$400, presented annually at commencement by the Boston College Lay Faculty Club to defray the expenses of study at some graduate or professional school, is based on the recipient's scholarship, character, extracurricular activity, and promise of enduring school loyalty.

THE REVEREND PATRICK J. DURCAN AWARD

The Reverend Patrick J. Durcan Award, donated by Mr. J. Greer in memory of her brother, is a medal presented at commencement to the student who attained the highest average in all courses of History studied during four years in the College of Arts and Sciences.

THE MARY A. AND KATHERINE G. FINNERAN COMMENCEMENT AWARD

The Mary A. and Katharine G. Finneran Commencement Award of \$100, donated by the Misses Elizabeth and Theresa Finneran, is granted at the annual commencement to a member of the graduating class of Boston College who has achieved outstanding success in studies while also devoting time and talents to other activities for the good of the College and the enrichment of student life.

THE FULTON GOLD MEDAL

The Fulton Gold Medal, the gift of Mrs. Vincent P. Roberts in memory of her father, is awarded annually to the outstanding Junior or Senior debator in the Fulton Prize Debate.

THE GARGAN MEDAL

The Gargan Medal, founded in memory of Thomas J. Gargan, is awarded annually to the Freshman or Sophomore member who has contributed most effectively to the Boston College Debating Society during the year.

THE LEONARD AWARD

One fifth of the year's net income on approximately twenty thousand dollars is awarded annually through the Reverend John F. Leonard Trust to the winner of the Leonard Oratorical Contest. This contest is open to all students in the undergraduate schools at Boston College.

THE DENIS H. TULLY AWARD

The Denis H. Tully Award, the income on two thousand dollars, founded by the will of the late Denis H. Tully, is awarded to a student from any of the undergraduate schools for the best paper on a theological subject.

THE REVEREND JOHN BAPST AWARD

The Reverend John Bapst Award is a gold medal awarded to the senior having the highest average in all courses in Philosophy during his four years in the College of Arts and Sciences.

THE DOCTOR JOSEPH STANTON MEMORIAL AWARD

The Doctor Joseph Stanton Memorial Award, the gift of Doctors Richard H. and Joseph R. Stanton in memory of their father, is a cash award of \$250 to be given annually to that student who has been accepted by a medical school and who has been outstanding in character, loyalty, leadership, and scholarship at Boston College.

THE CARDINAL CUSHING AWARD

The Cardinal Cushing Award is a cash award, the income on \$5000 donated by Francis Cardinal Spellman in honor of Richard Cardinal Cushing. It will be given annually to that undergraduate student who publishes the best creative literary composition (poem, short story, drama or essay) in a Boston College undergraduate periodical. The winner of this award will be selected by the vote of a committee of three faculty members of whom one will be the Chairman of the Department of English. The other two members will be named annually by the President of the University.

THE BISHOP KELLEHER AWARD

The Bishop Kelleher Award is a cash award, the income on \$5000 donated by Francis Cardinal Spellman in honor of Most Reverend Louis F. Kelleher. It will be given annually to that undergraduate student who publishes the best scholarly essay on a literary or artistic topic in a Boston College undergraduate periodical. The winner of this award will be selected by the vote of a committee of three faculty members appointed annually by the President of the University.

SUFFOLK UNIVERSITY LAW SCHOOL SCHOLARSHIP

This is an award granted by the Board of Trustees of Suffolk University in memory of Frederick A. McDermott, the late beloved Dean of the Suffolk Law School, who was a graduate of Boston College and a former member of the faculty of Boston College Law School, which gives to a graduate of Boston College who will attend Suffolk Law School complete tuition for the three-year Day Course, or the four-year Evening Course.

SCHOLARSHIPS

The establishment of Scholarships is the most effective way of providing young men of excellent promise with the opportunity to gain a college education which they could not otherwise obtain. Through these established Scholarships, the Trustees of Boston College are able to educate promising students who are unable to pay the regular tuition fees. Worthy young men are thus enabled to prepare themselves for a life of service to both Church and State. All who have at heart the best interests of our youth are earnestly recommended to give serious consideration to this means of spreading the beneficial influences of Catholic higher education.

Applications for scholarship aid are to be directed to the Scholarship Committee. The holder of a scholarship will be required to maintain high rank in his class for proficiency, diligence, and good conduct.

All scholarships are accepted with the understanding that the amount to be applied to the holder of the scholarship will be only the income from the principal. It is required that the holder of a scholarship make up the deficit, if any, between the available Annual Income and the Regular Tuition Fee of \$1200.00.

The Scholarship Funds contributed are recorded on the following pages.

-
- THE BARTHOLOMEW J. AND HARRIET D. A'HEARN SCHOLARSHIP (\$28,873.11)
- THE ELIZABETH ANN AHERN SCHOLARSHIP (\$4,000)
- THE MARGARET V. AHERN SCHOLARSHIP (\$4,000)
- THE JAMES M. ANDERSON MEMORIAL SCHOLARSHIP (\$20,000)
- THE MARTHA MOORE AVERY SCHOLARSHIP (\$6,250)
- THE EDWARD I. BAKER SCHOLARSHIP (\$1,500)
- THE LILLIAN C. BALL SCHOLARSHIP (\$4,000)
- THE REVEREND GARRETT J. BARRY SCHOLARSHIP (\$2,500)
- THE REVEREND HENRY A. BARRY SCHOLARSHIP (\$1,500)
- THE TIMOTHY BARRY SCHOLARSHIP (\$1,000)
- THE JOHN D. BERRAN SCHOLARSHIP (\$3,000)
- THE BOSTON COLLEGE ALUMNAE ASSOCIATION SCHOLARSHIP (\$3,825)
- THE REVEREND THOMAS F. BRANNAN SCHOLARSHIP (\$46,882.45)
- THE REVEREND WILLIAM P. BRETT, S.J. SCHOLARSHIP (\$2,000)
- THE MATTHIAS AND JOSEPHINE BROCK SCHOLARSHIP (\$2,500)
- THE JAMES AND ELLEN JOSEPHINE BROPHY SCHOLARSHIP (\$5,500)
- THE EDWARD J. BUTLER SCHOLARSHIP (\$5,000)
- THE REVEREND FRANCIS J. BUTLER SCHOLARSHIP (\$1,500)
- THE MARY BURKE BUTLER SCHOLARSHIP (\$5,000)
- THE MICHAEL CARNEY SCHOLARSHIP (\$4,000)
- THE MAJOR WILLIAM J. CASEY SCHOLARSHIP (\$5,000)
- THE REVEREND FATHER CHARLIER, S.J. SCHOLARSHIP (\$1,500)
- THE CLASS OF 1916 SCHOLARSHIP (\$10,157.39)
- THE TIMOTHY W. COAKLEY SCHOLARSHIP (\$2,000)
- THE REVEREND THOMAS I. COGLIN SCHOLARSHIP (\$1,500)
- THE RIGHT REVEREND ARTHUR T. CONNOLLY SCHOLARSHIP (\$4,000)
To be awarded by the Reverend Pastor of the Church of the Blessed Sacrament, Jamaica Plain, to a boy living in that Parish who has had at least three years' attendance at the Cheverus Parochial School.
- THE CATHERINE MORONEY CONNOLLY SCHOLARSHIP (\$2,000)
- THE WILLIAM E. CONROY, D.D. SCHOLARSHIP (\$3,500)
- THE JOHN F. CRONAN SCHOLARSHIP (\$2,000)

- THE JANE CRONIN SCHOLARSHIP (\$568.66)
- THE REVEREND NEIL A. CRONIN SCHOLARSHIP (\$5,000)
- THE MARY EMELDA CURLEY SCHOLARSHIP (\$5,000)
- THE DALY SCHOLARSHIP (\$6,000)
- THE BENEDICT DUDLEY THOMAS DALY SCHOLARSHIP (\$15,200)
- THE RUTH C. DANA SCHOLARSHIP (\$3,000)
- THE JOHN J. DAY SCHOLARSHIP (\$4,200)
- THE DECELLES SCHOLARSHIP (\$1,000)
- THE DEGAN—ST. MARY'S PARISH SCHOLARSHIP (\$5,000)
Applicant from St. Mary's Star of the Sea Parish, Beverly, Mass.
- THE REVEREND JOHN A. DEGAN SCHOLARSHIP (\$6,000)
Applicable to a graduate of St. Mary's School, Beverly, Mass.
- THE MARGARET M. DEVINE SCHOLARSHIP (\$2,542.37)
- THE HENRY DOHERTY SCHOLARSHIP (\$1,500)
- THE CHARLES DOLAN SCHOLARSHIP (\$10,193.87)
- THE MARY AND SUSAN DOLAN SCHOLARSHIP (\$5,000)
Founded by Reverend Michael Dolan of Newton. Two Scholarships are for students from Our Lady's Parish, Newton, and one for a student from St. Peter's Parish, Lowell.
- THE REVEREND MICHAEL DOLAN SCHOLARSHIP (\$4,500)
To be awarded to graduates of the Grammar or High School of the Parish of Our Lady at Newton.
- THE DANIEL J. DONOVAN SCHOLARSHIP (\$10,000)
- THE JOHN AND MARGARET DONOVAN SCHOLARSHIP (\$2,000)
- THE THERESA F. DONOVAN SCHOLARSHIP (\$11,000)
- THE ELLEN DRISCOLL SCHOLARSHIP (\$1,500)
- THE JAMES L. DUFFY SCHOLARSHIP (\$1,000)
- THE CHRISTOPHER J. AND VIRGINIA I. DUNCAN SCHOLARSHIP (\$10,000)
- THE CATHERINE G. DUNN SCHOLARSHIP (\$1,800)
- THE CLARA C. AND MARY E. DUNN SCHOLARSHIP (\$5,000)
- THE JAMES W. DUNPHY SCHOLARSHIP (\$3,500)
- THE REVEREND MICHAEL EARLS, S.J. SCHOLARSHIP (\$1,500)
- THE FRANK D. ELBERY SCHOLARSHIP (\$11,000)

THE ELM FARM FOUNDATION SCHOLARSHIP

THE CHARLES T. FISHER SCHOLARSHIP (\$4,000)

THE JEREMIAH J. FITZGERALD SCHOLARSHIP (\$3,000)

THE JEREMIAH J. FITZGERALD SCHOLARSHIP FUND

THE BRIDGET FITZPATRICK SCHOLARSHIP (\$2,000)

THE ROSE FITZPATRICK SCHOLARSHIP (\$1,500)

THE MONSIGNOR MATTHEW J. FLAHERTY SCHOLARSHIP (\$5,000)
For a resident of St. Agnes' Parish, Arlington

THE REVEREND JOHN FLATLEY SCHOLARSHIP (\$1,500)

THE REVEREND MICHAEL F. FLATLEY SCHOLARSHIP (\$1,500)
To be awarded to a deserving student of the parochial school of the
Church of the Immaculate Conception, Malden.

THE REVEREND JOHN H. FLEMING SCHOLARSHIP (\$5,000)
Preferably to a student of St. Mary's Parish, Dedham, Mass.

THE BRIDGET FLOOD SCHOLARSHIP (\$1,000)

THE J. BERNARD AND MARY B. FLYNN SCHOLARSHIP (\$10,000)

THE J. JOSEPH FLYNN AND MARY B. FLYNN SCHOLARSHIP (\$10,000)

THE JOHN D. AND ELLEN FOLEY SCHOLARSHIP (\$3,311.67)

THE REVEREND WALTER FRIARY SCHOLARSHIP (\$414)

THE JOHN MITCHELL GALVIN SCHOLARSHIP (\$4,000)

THE FATHER GASSON SCHOLARSHIP (\$8,000)

THE REVEREND THOMAS I. GASSON, S.J. SCHOLARSHIP (\$2,000)

THE ELLEN T. GAVIN SCHOLARSHIP (\$2,000)

THE ELIZABETH J. AND DANIEL J. GILLEN SCHOLARSHIP (\$20,000)
One scholarship for a student of St. Patrick's Parish, Roxbury, Mass.
One scholarship for a student of St. Thomas Aquinas' Parish, Jamaica
Plain, Mass. Preference is to be given to those desiring to enter the
priesthood.

THE MARY AND THOMAS J. GILLESPIE SCHOLARSHIP (\$10,000)

THE PATRICK J. GLANCY SCHOLARSHIP FUND (\$82,328.56)

THE REVEREND MICHAEL M. GLEASON SCHOLARSHIP (\$4,000)

THE JOHN J. GRIFFIN SCHOLARSHIP (\$4,000)
To be awarded to a young man who will study for the priesthood.

THE PETER PAUL GRIFFIN SCHOLARSHIP (\$10,000)
For the education of Salem students at Boston College.

- THE MARY GRIMES SCHOLARSHIP (\$1,500)
- THE CURTIS GUILD, JR. SCHOLARSHIP (\$4,000)
- THE PATRICK HABERLIN SCHOLARSHIP (\$25,000)
- THE REVEREND JOHN H. HARRIGAN SCHOLARSHIP (\$1,620)
- THE CATHERINE AND PATRICK HARTNETT SCHOLARSHIP (\$2,423.64)
To prepare worthy young men for the Holy Priesthood.
- THE ELEANOR HEALY MEMORIAL SCHOLARSHIP (\$10,312.93)
To be awarded to a student who will study for the priesthood.
- THE REVEREND JEREMIAH HEALEY SCHOLARSHIP (\$3,000)
- THE REVEREND JOHN F. HEFFERNAN SCHOLARSHIP (\$5,000)
- THE CORNELIUS AND MARY HERLIHY SCHOLARSHIP (\$5,000)
- THE JOHN W. HODGE SCHOLARSHIP (\$4,466.20)
- THE DR. JOHN A. HORGAN SCHOLARSHIP (\$2,000)
- THE MATTHEW HORGAN SCHOLARSHIP (\$2,000)
- THE JOHN W. HORNE SCHOLARSHIP (\$1,000)
- THE JOHN HURLEY SCHOLARSHIP (\$10,735.68)
- THE TIMOTHY A. HURLEY SCHOLARSHIP (\$1,200)
- THE ANNIE HUSSEY SCHOLARSHIP (\$2,000)
- THE MARY G. KEEFE SCHOLARSHIP (\$1,500)
- THE REVEREND GEORGE A. KEELAN, S.J., SCHOLARSHIP (\$2,000)
- THE MARY CATHERINE KEITH SCHOLARSHIP (\$50,541.16)
- THE SARAH KELLEHER SCHOLARSHIP (\$1,500)
- THE OLIVER G. KELLEY SCHOLARSHIP (\$10,000)
- THE MICHAEL J. KELLEY SCHOLARSHIP (\$2,000)
- THE KATHERINE KILROY SCHOLARSHIP (\$2,000)
- THE KNIGHTS OF COLUMBUS—MASS. STATE COUNCIL SCHOLARSHIP
(\$5,500)
- THE MARY KRAMER SCHOLARSHIP (\$1,500)
- THE REVEREND THOMAS B. LOWNEY SCHOLARSHIP (\$3,000)
- THE LOYOLA SCHOLARSHIP (\$5,000)
- THE LOYOLA GUILD SCHOLARSHIPS (\$16,000)
Reverend John Bapst, S.J.
Reverend E. V. Boursaud, S.J.

Reverend Alphonse Charlier, S.J.
Reverend Edward I. Devitt, S.J.
Brother Timothy Fealey, S.J.
Reverend Robert Fulton, S.J.
Reverend Thomas I. Gasson, S.J.
Reverend John McElroy, S.J.

THE REVEREND DANIEL J. LYNCH, S.J., SCHOLARSHIP (\$10,000)

THE EUGENE LYNCH SCHOLARSHIP (\$4,000)

THE MARY A. MAGENIS SCHOLARSHIP (\$4,000)

THE REVEREND TIMOTHY J. MAHONEY TRUST (\$50,000)

Three scholarships of \$150.00 each for boys with the family name of Mahoney. Other scholarships for deserving students appointed by the President.

THE MARY MALONEY SCHOLARSHIP (\$4,000)

THE SISTER MARY MARITERESE SCHOLARSHIP (\$1,000)

THE MARY AND FRANCIS SCHOLARSHIP (\$1,500)

To be awarded to a student who will study for the Priesthood.

THE EDWARD F. AND CHARLES P. MCALEER SCHOLARSHIP (\$25,000)

THE FRANK MCCANN SCHOLARSHIP (\$15,000)

THE HANNAH MCCARTHY SCHOLARSHIP (\$1,500)

THE JAMES P. MCCARTHY, JR. SCHOLARSHIP (\$5,000)

THE REVEREND JOHN W. MCCARTHY SCHOLARSHIP (\$2,759.42)

For a student from the Sacred Heart Parish, Fall River, Mass.

THE PATRICK F. MCCARTHY SCHOLARSHIP (\$1,500)

THE REVEREND THOMAS R. MCCOY SCHOLARSHIP (\$5,000)

For a graduate of St. Ann's School, Somerville, or St. Catherine's School, Charlestown, who intends to study for the priesthood.

THE REVEREND JOHN E. MCELROY, S.J. SCHOLARSHIP (\$2,000)

THE REVEREND THOMAS P. MCGINN SCHOLARSHIP (\$11,000)

To be appointed by the Pastor of St. John's Church, Peabody, in conference with the Leo Guild.

THE HENRY P. MCGLINCHY, S.J. SCHOLARSHIP (\$7,451.19)

For a graduate of St. Mary's School, Lynn, Massachusetts.

THE REVEREND JOHN F. MCGLINCHY AND MICHAEL AND MARY E. MCGLINCHY SCHOLARSHIP (\$10,000)

THE CATHERINE MCGRATH SCHOLARSHIP (\$4,000)

THE REVEREND PATRICK J. MCHUGH, S.J. SCHOLARSHIP (\$20,423)

THE CATHERINE AND SARAH MCHUGO SCHOLARSHIP (\$2,000)

THE PAUL J. MCINERNEY SCHOLARSHIP (\$1,080)

THE ANNA B. MCKENNA SCHOLARSHIP (\$5,000)

THE REVEREND JOHN W. MCMAHON, D.D. AND ROSE A. MCMAHON
SCHOLARSHIP (\$4,000)

THE CATHERINE DONOVAN MCMANUS SCHOLARSHIP (\$3,276.28)

THE RIGHT REVEREND MICHAEL T. MCMANUS SCHOLARSHIP (\$3,000)
To be appointed by Pastor and Sister Superior of St. Mary's Parochial
School, Brookline.

THE JOHN MEEHAN SCHOLARSHIP (\$500)

THE REVEREND JAMES F. MELLYN, S.J. SCHOLARSHIP (\$4,000)
For a worthy student desirous of becoming a priest of the Society
of Jesus.

THE REVEREND JOSEPH F. MOHAN SCHOLARSHIP (\$32,631.25)

THE JOHN A. MORGAN MEMORIAL SCHOLARSHIP (\$20,000)

THE ROSE A. MULREY SCHOLARSHIP (\$2,000)

THE SOPHIA MUNDY SCHOLARSHIP (\$1,500)

THE WILLIAM MURPHY SCHOLARSHIP (\$5,000)

THE WILLIAM BENNETT MURPHY SCHOLARSHIP (\$8,500)

THE THOMAS W. MURRAY MEMORIAL SCHOLARSHIP (\$20,000)

THE MARY O'CONNELL AND THOMAS O'CONNELL MURRAY
SCHOLARSHIP (\$3,676.02)

THE ARTHUR LEO MYERS MEMORIAL SCHOLARSHIP (\$30,000)

THE REVEREND FATHER NOPPER, S.J. SCHOLARSHIP (\$1,500)
Appointed by Pastor of the Holy Trinity Parish, Boston.

THE ELIZABETH O'CONNELL SCHOLARSHIP (\$1,000)
Founded by Mrs. Elizabeth O'Connell. Appointment to this scholar-
ship to be made by the O'Connell family.

THE FREDERICK P. O'CONNELL SCHOLARSHIP (\$2,000)
Founded by Mrs. Elizabeth O'Connell. Appointment to this scholar-
ship to be made by the O'Connell family.

THE O'CONNELL SCHOLARSHIP (\$717.17).

THE JOHN AND MARY ELLEN O'CONNOR SCHOLARSHIP (\$2,500)

THE REVEREND MAURICE J. O'CONNOR, D.D. SCHOLARSHIP (\$7,500)

THE REVEREND MAURICE J. O'CONNOR FOUNDATION SCHOLARSHIP
(\$30,000)

THE HENRY O'DONNELL SCHOLARSHIP (\$2,000)

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- THE MARY J. O'DONNELL SCHOLARSHIP (\$2,000)
- THE JOHN O'HARE SCHOLARSHIP (\$3,000)
- THE CHARLES J. O'MALLEY FAMILY RESEARCH SCHOLARSHIP
(\$48,549.03)
- THE DR. WILLIAM J. O'REILLY SCHOLARSHIP (\$3,579)
- THE REVEREND WILLIAM ORR SCHOLARSHIP (\$3,000)
- THE REVEREND DENNIS T. O'SULLIVAN, S.J. SCHOLARSHIP (\$2,000)
- THE HUMPHREY J. O'SULLIVAN SCHOLARSHIP (\$3,000)
- THE GRACE PARKMAN SCHOLARSHIP (\$2,000)
- THE MONSIGNOR GEORGE J. PATTERSON SCHOLARSHIP (\$5,001.99)
- THE JAMES J. PHELAN SCHOLARSHIP (\$5,000)
- THE PHILOMATHEIA SCHOLARSHIP (\$26,250)
- THE INTERMEDIATE PHILOMATHEIA SCHOLARSHIP (\$3,700)
- THE JUNIOR PHILOMATHEIA SCHOLARSHIP (\$19,500)
- THE DAVID H. AND MARY H. POSNER SCHOLARSHIP
One-quarter annual income of Posner Foundation.
- THE MARY E. POWER SCHOLARSHIP (\$1,000)
Appointed by the Pastor of St. Mary's Church, Charlestown,
Massachusetts.
- THE MARY E. POWER SCHOLARSHIP (\$1,000)
Appointment by the Pastor of St. Theresa's Church, Revere,
Massachusetts.
- THE MAURICE J. AND MARY E. POWER SCHOLARSHIP (\$3,000)
- THE REVEREND JAMES PRENDERGAST SCHOLARSHIP (\$4,000)
- THE REVEREND JEREMIAH M. PRENDERGAST, S.J. SCHOLARSHIP (\$1,500)
- THE JANE F. RILEY SCHOLARSHIP (\$47,917.56)
- THE THOMAS RILEY SCHOLARSHIP (\$2,000)
- THE REVEREND DANIEL C. RIORDAN SCHOLARSHIP (\$5,000)
- THE VINCENT P. ROBERTS SCHOLARSHIP (\$9,250)
- THE ROCKWELL SCHOLARSHIP (\$1,500)
- THE VERA RYAN SCHOLARSHIP (\$2,500)
- THE ST. CATHERINE'S GUILD SCHOLARSHIP (\$2,000)
- THE BERNARD SCALLEY SCHOLARSHIP (\$1,500)

THE REVEREND WILLIAM J. SCANLON, S.J. SCHOLARSHIP (\$2,000)

THE MARY ANN SCOTT SCHOLARSHIP (\$2,321.40)

To be awarded to a student who wishes to study for the priesthood,
preferably to one who desires to enter a Religious Order.

THE DENNIS J. SEXTON SCHOLARSHIP (\$1,000)

THE REVEREND JOHN J. SHAW SCHOLARSHIP (\$1,000)

THE KATHERINE SHERLOCK SCHOLARSHIP (\$20,000)

THE JOSEPH F. SINNOTT SCHOLARSHIP (\$1,500)

THE REVEREND JAMES F. STANTON SCHOLARSHIP (\$4,000)

THE REVEREND DENNIS J. SULLIVAN SCHOLARSHIP (\$2,562.65)

THE ELLIE MULLEN SULLIVAN SCHOLARSHIP (\$2,000)

THE JOHN SULLIVAN SCHOLARSHIP (\$1,500)

THE MICHAEL H. SULLIVAN SCHOLARSHIP (\$2,000)

THE ELIZABETH C. SUPPLE SCHOLARSHIP (\$2,000)

THE REVEREND JAMES N. SUPPLE SCHOLARSHIP (\$1,500)

To be awarded to a worthy student from the Parish of St. Francis de
Sales, Charlestown, who desires to study for the priesthood.

THE REVEREND MICHAEL J. SUPPLE SCHOLARSHIP (\$1,500)

To be awarded to a deserving student from the Parish of St. Francis
de Sales, Charlestown.

THE RIGHT REVEREND MONSIGNOR JOSEPH V. TRACY SCHOLARSHIP
(\$12,000)

To be awarded to the two most successful young men graduating
from the St. Columbkille Parish High School.

THE CECILIA TULLY SCHOLARSHIP (\$4,000)

THE MARGARET TULLY SCHOLARSHIP (\$2,000)

THE LEMUEL P. VAUGHAN SCHOLARSHIP (\$2,000)

THE CATHERINE R. H. WALLACE SCHOLARSHIP (\$2,000)

THE ANNA H. WARD SCHOLARSHIP (\$6,000)

THE MARY L. WOODS SCHOLARSHIP (\$10,000)

THE PATRICK J. WOODS SCHOLARSHIP (\$8,000)

To be awarded to a student from Peabody.

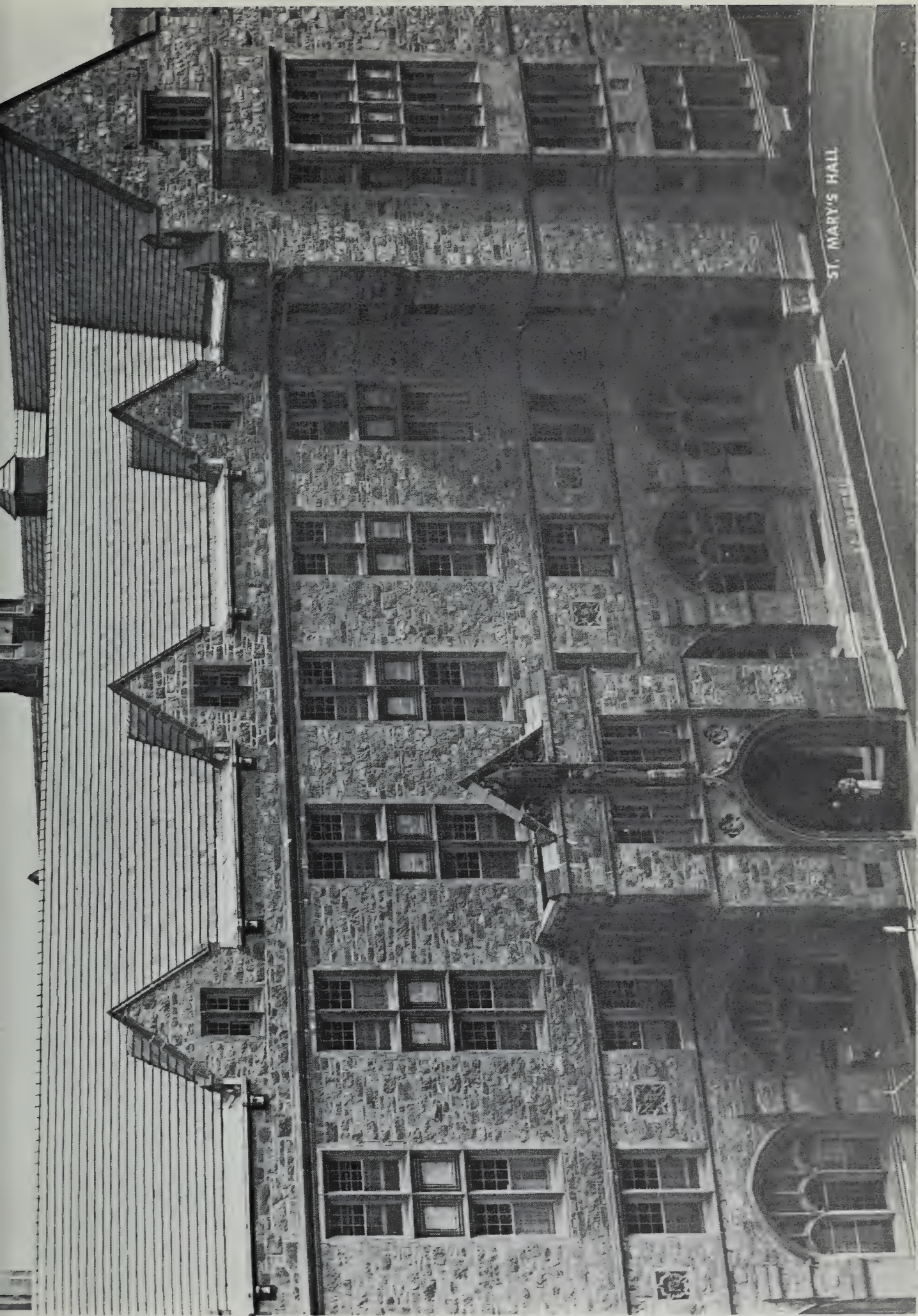
THE REVEREND TIMOTHY J. WOODS SCHOLARSHIP (\$8,000)

BOSTON COLLEGE

THE SCHOOL OF
LIBERAL ARTS

LENOX

MASSACHUSETTS



ST. MARY'S HALL

McELROY COMMONS



THE SCHOOL OF LIBERAL ARTS

Shadowbrook, located at Lenox, Massachusetts, is a part of the College of Arts and Sciences of Boston College. It is the training school for the members of the New England Province of the Society of Jesus. The collegiate studies pursued there are the first part of the educational training in the formation of a Jesuit. These four years of study are followed by three years in the school of Philosophy and Science, by a period of teaching of three to five years, then by four years of theology in the School of Divinity, and finally by one year devoted to higher ascetical study.

On his admission to the Jesuit order, the student begins a period of two years of study that is largely ascetical, consequently non-academic, in character. To keep up his academic interests, however, about three hours each day are devoted to academic study, one to Latin, another to Greek, and a third to English, and vacations, as well as other periods of leisure, are utilized for the acquisition of modern foreign languages. During the second period of two years, the student's interest is concentrated on humanistic studies.

ADMISSION REQUIREMENTS

The minimum scholastic entrance requirements to this Division include certification from an approved secondary school. Students are also admitted from colleges and universities. In accordance with the purpose of the school, the enrollment in this Division is limited to members of the Jesuit Order.

DESCRIPTION OF COURSES

GREEK

GK. 1-2S—ELEMENTARY GREEK (4 Sem. Hrs.)

This course is for students who begin the study of Greek in college. Greek grammar and suitable reading exercises with composition.

GK. 3-4S—ELEMENTARY GREEK II (4 Sem. Hrs.)

This course is a continuation of Gk. 1-2S. The study of Greek grammar is completed, and the translation of Greek texts is commenced, principally from Xenophon. Composition.

GK. 5-6S—INTRODUCTION TO GREEK LITERATURE I (4 Sem. Hrs.)

This course is an intensive study of syntax with selected readings as a preparation for a more extensive study of Greek. Composition.

GK. 7-8S—INTRODUCTION TO GREEK LITERATURE II (4 Sem Hrs.)

This course is a continuation of Gk. 5-6S. Selected reading from Herodotus, Chrysostom, and Plato. Composition.

GK. 9S—FRESHMAN INTERMEDIATE GREEK I (4 Sem. Hrs.)

This course is taken by those who have completed Gk. 4S.

Plato's *Apology of Socrates* and Demosthenes' *First Olynthiac* or Lysias' *For Mantitheus*. Translation, with emphasis on points of grammar and syntax, and on the development of Greek prose style. Exercises in Greek composition supplement the readings.

GK. 10S—FRESHMAN INTERMEDIATE GREEK II (4 Sem. Hrs.)

This course continues the work of Gk. 9S.

Translation of selections of the *Iliad* with a view to an appreciation of Homer as an epic poet.

Translation and dramatic analysis of the *Medea* or the *Hecuba* or the *Alcestis* of Euripides.

Exercises in composition supplement the readings.

GK. 11S—ADVANCED FRESHMAN GREEK I (4 Sem. Hrs.)

Plato's *Apology of Socrates*. Translation, with emphasis on the distinctive stylistic qualities of the work and on its adequacy as a defense. Demosthenes' *First Olynthiac* or Lysias' *Against Eratosthenes*; study of the work as literature and as the product of its own social and political development.

Lyric poetry; a survey of the rise and development of elegiac, iambic and melic forms among the Greeks; readings illustrative of the several forms. Exercises in Greek Composition supplement the readings.

GK. 12S—ADVANCED FRESHMAN GREEK II (4 Sem. Hrs.)

This course is a continuation of Gk. 11S.

Theocritus, selected *Idylls*. Translation, with a study of the Greek mime, pastoral verse and its persistence in later literature.

Euripides: discussion of the historical development of the tragic drama of the Greeks and the modification introduced by Euripides. Translation and dramatic interpretation of the *Medea*, supplemented by readings in the *Hecuba* and the *Alcestis*. Exercises in Greek composition supplement the readings.

GK. 21S—GREEK DRAMA AND PROSE (4 Sem. Hrs.)

Sophocles: a study of the *Oedipus Tyrannus* as a masterpiece of structural form of characterization.

Selections from the great Attic prose writers: Thucydides, Lysias, Isocrates, stressing the evolution of Greek prose style.

Exercises in Greek composition supplement the readings.

GK. 22S—GREEK ORATORY (4 Sem. Hrs.)

This course is a continuation of Gk. 21S. Emphasis is placed on the development of Greek rhetoric. Translations of selections from the Attic orators. Demosthenes: translations and complete rhetorical analysis of the *De Corona*. Demosthenes as statesman and orator.

Exercises in Greek composition supplement the readings.

GK. 101-102S—GREEK LITERATURE IN TRANSLATION (2 Sem. Hrs.)

A survey of Greek authors from Homer to the Hellenistic Age.

GK. 121-122S—READINGS IN GREEK LITERATURE (3 Sem. Hrs.)

Selected readings under direction. Special class for advanced students.

LATIN

LT. 1-2S—INTRODUCTION TO LATIN LITERATURE I (3 Sem. Hrs.)

This course features the newly-developed linguistic approach to learning Latin with a view to early reading of connected prose.

LT. 3-4S—INTRODUCTION TO LATIN LITERATURE II (4 Sem. Hrs.)

This course continues the work of Lt. 2S. Selected readings from Cicero and Ovid, with emphasis on idiom, prosody, style, and method of translating. The work in Latin composition is continued. Daily exercises in speaking Latin.

LT. 5S—FRESHMAN LATIN I (5 Sem. Hrs.)

Cicero: *Pro Archia*, a study in Cicero's style; the meaning of literature; Livy: *Libri ab Urbe Condita* (selections); the historical style. Vergil: *Aeneid VI*, a study of the Latin epic; Vergil's style. Advanced Latin Composition.

LT. 6S—FRESHMAN LATIN II (5 Sem. Hrs.)

Horace: *Carminum libri I-IV* (selections); the *Ars Poetica*. Catullus; *Poemata* (selections). Advanced Latin Composition.

LT. 21S—HORACE, CICERO, MARTIAL (5 Sem. Hrs.)

Horace: Selected Satires and Epistles, the origin and development of Latin satire; study of Horace as a satirist and as a writer of the Golden Age of Latin Literature.

Cicero: *De Imperio Pompei*. This oration is studied as a type of Roman oratory.

Martial: Selected epigrams; a study of the development of the epigram; characteristics of Martial as satirist and epigrammatist.

Advanced Latin Composition.

LT. 22S—JUVENAL, TACITUS, CICERO (5 Sem. Hrs.)

Juvenal: Selected Satires; a study of Juvenal as a satirist and as a writer of the Silver Age.

Tacitus: *The Agricola*. Tacitus as a spokesman for Roman life in the early years of the Empire; his concept of biography; the style of the Silver Age.

Cicero: *Pro Milone*; the study of Roman oratory continued; a complete rhetorical analysis of the oration.

Advanced Latin Composition, verse and prose.

LT. 101S—CICERO'S LETTERS (3 Sem. Hrs.)

A study of the life and times of Cicero as found in his personal letters. Particular stress will be laid on the political crisis of the time and Cicero's reaction to them. Cicero's relations with Clodius, Pompey, Caesar, Brutus, and Antonius will be discussed. The definition, canons and historical value of the Letter will be treated.

LT. 102S—ROMAN DRAMA (3 Sem. Hrs.)

A study of the origin and development of Roman Drama with a more detailed study of Plautus and Terence.

LT. 103-104S—LATIN LITERATURE IN TRANSLATION (2 Sem. Hrs.)

LT. 121-122S—VERGIL: AENEID, GEORGICS BUCOLICS (6 Sem. Hrs.)

A special class for advanced students in the text and commentators.

LT. 123-124S—OVID'S METAMORPHOSIS (3 Sem. Hrs.)

An extensive study of Ovid; his influence on literature and art. Seminar for Honors students only.

EDUCATION

ED. 11S—HISTORY OF ANCIENT AND MEDIEVAL EDUCATION (2 Sem. Hrs.)

Education movements from early times to the eve of the Reformation.

ED. 12S—HISTORY OF MODERN EDUCATION (2 Sem. Hrs.)

A survey of educational theories and practice from the Reformation to modern times.

ENGLISH

EN. 1-2S—FRESHMAN ENGLISH (6 Sem. Hrs.)

Prose composition: a study of the principles of good writing; the qualities of style: narration; description; and the essay.

Poetry: a study of the nature and types of poetry; the elements of poetry; versification; the nature of the imagination, emotion, and thought; verse composition.

- EN. 11S—SURVEY OF ENGLISH LITERATURE I (2 Sem. Hrs.)
A general survey of English literature from the beginnings to Milton.
- EN. 13S—SURVEY OF ENGLISH LITERATURE II (2 Sem. Hrs.)
A general survey of English literature from Milton to the present.
- EN. 21-22S—ENGLISH ORATORY AND SHAKESPEARE (6 Sem. Hrs.)
The theory and practice of oratorical composition; argumentation, persuasion, the oratorical style. Analysis: the rhetorical analysis of British and American orations.
Shakespeare: a study of selected plays; dramatic structure.
- EN. 121-122S—READINGS IN ENGLISH LITERATURE (3 Sem. Hrs.)
Selected reading under direction. Special class for advanced students.
- EN. 137S—CHAUCER (3 Sem. Hrs.)
A study of the main works of Chaucer and his influence on later English writers.
- EN. 138S—DRAMA (3 Sem. Hrs.)
A study of the drama from 1500 to the closing of the theatres.
- EN. 139S—MILTON (3 Sem. Hrs.)
A close study of *Paradise Lost*. Seminar for special students.

FRENCH

- FR. 1-2S—ELEMENTARY FRENCH (3 Sem. Hrs.)
For students who are beginning the study of French. An intensive study of French grammar and suitable reading exercises. The oral-aural approach is used.
- FR. 3-4S—INTERMEDIATE FRENCH (3 or 4 Sem. Hrs.)
Review of French grammar and the reading of prose of moderate difficulty.
- FR. 5-6S—ADVANCED FRENCH (3 or 4 Sem. Hrs.)
The advanced study of grammar and reading of the masterpieces of French literature.
- FR. 7S—A READING COURSE IN FRENCH LITERATURE (2 Sem. Hrs.)
The readings are selected from different types of modern French poetry, drama, and prose.
- FR. 9S—A READING COURSE IN FRENCH LITERATURE (2 Sem. Hrs.)
This course is a continuation of Fr. 7S.

GERMAN

- GM. 1S—ELEMENTARY GERMAN (2 or 3 Sem. Hrs.)
A course for beginners. An intensive training in grammar with suitable reading exercises. The oral-aural approach is used.
- GM. 3S—INTERMEDIATE GERMAN (2 or 3 Sem. Hrs.)
A review of the grammar and the reading of prose of moderate difficulty.
- GM. 5-6S—ADVANCED GERMAN (3 or 5 Sem. Hrs.)
The advanced study of grammar with selected readings from the German classics and from modern authors.
- GM. 7S—A READING COURSE IN GERMAN (2 Sem. Hrs.)
The readings are selected from different types of prose: critical, scientific, historical, and literary.
- GM. 9S—A READING COURSE IN GERMAN (2 Sem. Hrs.)
This course is a continuation of Gm. 7S.

HISTORY

- Hs. 11-12S—MEDIEVAL FOUNDATIONS OF WESTERN CIVILIZATION (4 Sem. Hrs.)
A survey of the political and institutional development of Europe from the advent of Christianity to the era of the Renaissance.
- Hs. 13-14S—EUROPEAN CIVILIZATION SINCE 1500 (4 Sem. Hrs.)
This course is a continuation of Hs. 11-12S. It treats of the following subjects: the Protestant Revolt and the Catholic Counter-Reformation; the dynastic struggles of the 17th and 18th centuries; the French Revolution and the Napoleonic Era; the political and cultural history of the 19th century Europe.
- Hs. 143-144S—EUROPE SINCE THE RUSSIAN REVOLUTION (3 Sem. Hrs.)
A detailed study of national and international affairs in Europe since the Russian Revolution.

MATHEMATICS

- Mt. 1-2S—FUNDAMENTALS OF COLLEGE MATHEMATICS (4 Sem. Hrs.)
The essentials of college algebra; trigonometry, analytic geometry.
- Mt. 3-4S—PRINCIPLES OF MODERN MATHEMATICS (4 Sem. Hrs.)
- Mt. 5S—INTRODUCTION TO THE CALCULUS (3 Sem. Hrs.)
Elements of Mathematical analysis; trigonometry and analytic geometry.
- Mt. 21-22S—DIFFERENTIAL CALCULUS AND INTEGRAL CALCULUS (6 Sem. Hrs.)

THEOLOGY

- TH. 1-2S—THE CHURCH AND THE SACRAMENTS (2 Sem. Hrs.)
The Church, her internal and external structure. The sacramental system.
- TH. 3-4S—CREATION AND REDEMPTION (2 Sem. Hrs.)
Faith and revealed truth; God, Unity and Trinity; God the creator; original sin. Jesus Christ, God and Man; priest and redeemer; sanctifying grace, actual grace.

SPEECH

- SP. 1-2S—FUNDAMENTALS OF VOICE AND ARTICULATION (2 Sem. Hrs.)
The object of this course is to eliminate any major speech defects, and to initiate or confirm good habits of breath control, vocal production, and enunciation.
- SP. 3-4S—FUNDAMENTALS OF PHRASING IN SPEECH (2 Sem. Hrs.)
This course continues the fundamentals, with a view to their incorporation into meaningful *legato* phrasing.
- SP. 5S—THE ART OF SPEECH (1 Sem. Hr.)
The study of the art of speech leads the student from analysis of speech principles to their practical synthesis by habit.
- SP. 6S—THE ART OF INTERPRETATION (1 Sem. Hr.)
The object of this course is to exercise the student in progressively more difficult challenges in oral expression, including proper use of a microphone under a variety of conditions.

BOSTON COLLEGE

THE SCHOOL OF
PHILOSOPHY

AT

WESTON COLLEGE

WESTON

MASSACHUSETTS

HISTORY AND ORGANIZATION

The School of Philosophy of Boston College is located at Weston College on the former Walker estate in the town of Weston, Massachusetts. Weston College was opened on January 2, 1922. It has its own rector, prefect of studies, and dean, as well as a resident faculty in the departments of philosophy, science, and humanities. Courses in these and other subjects are also given by Boston College professors, both during the academic year and during summer sessions. Those students who successfully complete all requirements are granted the civil degree of Bachelor of Arts or Bachelor of Science by Boston College. Elevated October 18, 1932 to the status of a pontifical faculty, Weston College is empowered by the Holy See to grant ecclesiastical degrees for competence in studies in Divinity, including the Licentiate in Philosophy.

ADMISSION

Admission to the School of Philosophy is granted to members of the Society of Jesus who have completed the requisite college courses at the School of Liberal Arts in Lenox, Massachusetts, or at another accredited college or university.

GENERAL STATEMENT

The courses offered in the School of Philosophy are of senior college and graduate caliber. They suppose a developed maturity of mind consequent upon the humanistic studies of the junior college level. The basic courses follow the academic program of the *Ratio Studiorum Superiorum Societatis Jesu*. There is a three-year integrated course in all the branches of philosophy. Subordinate to this, other courses are offered in the fields of the natural and social sciences and the humanities. In addition to the courses listed in the following section, other courses may be given at Weston College by arrangement with the College of Arts and Sciences at the University Heights campus, or with the Boston College Graduate School of Arts and Sciences. The numbering and content of such courses will be found in the respective Bulletins. The letter "W" is added to a course number when the course is registered and given at Weston College. There follows a description of the usual courses offered in the School of Philosophy at Weston College.

CLASSICS

- CL. 133-134W—CAESAR (6 Sem. Hrs.)
The emphasis in this course is on translation and evaluation of the text of the author as history, and investigation of high school texts and methods.
- CL. 149-150W—ADVANCED GREEK COMPOSITION (6 Sem. Hrs.)
- CL. 156W—ATTIC ORATORS (3 Sem. Hrs.)
Masterpieces of Attic oratory are studied in this course.
- CL. 158-159W—READINGS IN GREEK PHILOSOPHERS
Reading and philosophical-textual study is conducted under the direction of the Department. Credits will depend on reports and examinations.
- CL. 161-162W—LATIN PHILOSOPHERS (6 Sem. Hrs.)
This course includes reading in Cicero, Lucretius, and Seneca; discussion and analysis of pre-Christian thought.
- CL. 163W—LUCRETIUS: *De Rerum Natura* (3 Sem. Hrs.)
A study of the influence of Stoicism and Epicureanism on Roman literature.
- CL. 165W—VIRGIL: *The Aeneid* (3 Sem. Hrs.)
This course will study the construction of *The Aeneid* in general and the interrelation of the various parts of the first Six Books, as well as the economical, political, and geographical questions bearing upon the better understanding of Books 1-6. It will include literary appreciation and translation of the same books.
- CL. 167W—CICERO: SELECTED PHILOSOPHICAL WORKS (3 Sem. Hrs.)
- CL. 171-172W—THUCYDIDES (6 Sem. Hrs.)
A study of the contents and historical implications of the Greek text.
- CL. 183W—THE LATIN FATHERS (3 Sem. Hrs.)
A study of selected writings of the Latin Church Fathers, with special emphasis on St. Augustine.
- CL. 198-199W—READINGS
Tutorial work for necessary credits is offered on an individual basis.

EDUCATION

ED. 101W—PHILOSOPHY OF EDUCATION (2 Sem. Hrs.)

This course considers fundamental education problems; the nature of the learner; the agencies responsible for education; the rights of parents, Church, and State regarding education; and the philosophical aspects of curriculum and methodology.

ED. 103W—EMPIRICAL PSYCHOLOGY (4 Sem. Hrs.)

An empirical study is made of the sensitive life of man, nature, and properties of sensation. Topics treated are: theories of Descartes, Locke, Berkeley, Hume, Mill, Bain, Kant, Spencer, Scholastic Doctrine; an empirical study of intellectual life; the intellect; its nature, the universal idea; theories of Plato, Descartes, Spinoza; origin of the idea, empiricism, sensism, positivism, scholastic theory; the will and freedom of the will.

ED. 141W—EDUCATIONAL PSYCHOLOGY (2 Sem. Hrs.)

A consideration of developmental tendencies, the nature and organization of intelligence, the learning process, and factors influencing learning, motivation, and transfer of learning.

ED. 143W—FUNDAMENTAL PRINCIPLES OF GUIDANCE (3 Sem. Hrs.)

This is a basic course which includes an introduction to guidance; a study of education viewed in the light of guidance, both in activities and attitudes; and a discussion of the chief functions of guidance.

ED. 151-152W—TEACHING CLASSICAL LANGUAGES IN SECONDARY SCHOOL (6 Sem. Hrs.)

This course is directed toward the preparation of secondary school teachers of Latin and/or Greek. Equal emphasis will be put on socio-historical background, literary content, and pedagogical techniques.

ED. 153-154W—TEACHING ENGLISH IN SECONDARY SCHOOL (6 Sem. Hrs.)

This course is directed toward the preparation of secondary school teachers of English, with equal emphasis on literary form, content, and pedagogical techniques.

ED. 155-156W—TEACHING SCIENCE IN SECONDARY SCHOOLS (6 Sem. Hrs.)

This course aims at the preparation of secondary school teachers of general science courses.

ED. 157W—PRINCIPLES AND METHODS OF TEACHING (2 Sem. Hrs.)

This course offers an analysis of the methods and practices appropriate to secondary school teaching, emphasizing such topics as: organization of courses of instruction; socialized classroom methods; and the stimulation of classroom activities. It includes limited visits to schools for the purpose of observation and discussion.

ED. 182W—BASIC SPEECH (2 Sem. Hrs.)

ED. 183W—PUBLIC SPEAKING (2 Sem. Hrs.)

ED. 184W—PUBLIC SPEAKING FOR TEACHERS (2 Sem. Hrs.)

ENGLISH

- EN. 127W—SHAKESPEARE (3 Sem. Hrs.)
This course undertakes a detailed study of selected major works of Shakespeare.
- EN. 133W—THE EARLIER SEVENTEENTH CENTURY (3 Sem. Hrs.)
The poetry and prose from Jonson and Bacon to Waller and Denham, with special consideration of the Metaphysical poets in their historical context, is the concern of this course.
- EN. 137W—MILTON (3 Sem. Hrs.)
Milton's poetry is surveyed, with a close study of *Paradise Lost* and *Samson Agonistes*.
- EN. 150W—THE ROMANTIC MOVEMENT (3 Sem. Hrs.)
A study of the history and achievement of English Romanticism, especially as reflected in the works of Wordsworth and his contemporaries.
- EN. 179W—SEVEN MODERN AMERICAN WRITERS (3 Sem. Hrs.)
The major contribution to contemporary perspectives made by T.S. Eliot, Hart Crane, Eugene O'Neill, Hemingway, F. Scott Fitzgerald, Faulkner, and Tennessee Williams.

FINE ARTS

- F.A. 51W—BASIC READINGS ON THE ANALYSIS OF STYLE (2 Sem. Hrs.)
This course provides an introduction to the classic theories of style and the evolution of style, with assignments in Wolfflin, Berenson, Morey, and others.
- F.A. 61-62W—HISTORY OF ART IN WESTERN CIVILIZATION (6 Sem. Hrs.)
This is a survey course in the history of art from Roman times to our own day, introducing the student to the stylistic, iconographic, and technical aspects of the subject. The first semester will be devoted to architecture, the second to painting.
- F.A. 151W—SEMINAR IN AMERICAN PAINTING (3 Sem. Hrs.)
An introduction to American painting, and to research methods in art history. The course will aim at familiarity with the evolution of American painting, especially as represented in the major American collections in the greater Boston area. Included will be readings in basic bibliography. A paper demonstrating ability to use the research tools of the art historian will be required.
- F.A. 161-162W—HISTORY OF THE THEORY OF MUSIC (6 Sem. Hrs.)
A general survey of the History of Western Music and a study of the harmonic practice of the eighteenth century.

FRENCH

FR. 1-2W—ELEMENTARY FRENCH (6 Sem. Hrs.)

The purpose of elementary French is to teach the student not only to read French, but also pronounce correctly, to understand, and to use simple French.

FR. 11-12W—INTERMEDIATE FRENCH (6 Sem. Hrs.)

This course is designed to develop, through oral usage, a feeling for the appropriate manner of expression. The basis of work will be readings which will stress the oral aspect of the language, supplemented by dictations and laboratory drill.

GERMAN

GM. 1-2W—ELEMENTARY GERMAN (6 Sem. Hrs.)

The purpose of elementary German is to teach the student not only to read German, but also to pronounce correctly, to understand, and to use simple German.

GM. 11-12W—INTERMEDIATE GERMAN (6 Sem. Hrs.)

This course is designed to develop, through oral usage, a feeling for the appropriate manner of expression. The basis of work will be readings which stress the oral and written aspect of the language, supplemented by dictations and laboratory drill. Students may select scientific or non-scientific German.

GEOPHYSICS

GP. 51-52W—PHYSICAL GEOLOGY (4 Sem. Hrs.)

This course surveys the major geologic processes operating in the cycle of mountain building, both in the Earth's interior and at the surface. Laboratory work is included.

HISTORY

Hs. 31-32W—HISTORY OF AMERICAN CIVILIZATION (6 Sem. Hrs.)

A survey of the history of American civilization from the period of colonization to the present.

Hs. 35-36W—EUROPEAN CIVILIZATION TO 1648 (6 Sem. Hrs.)

A survey of the Christian Era from the introduction of Christianity to the Peace of Westphalia.

Hs. 37-38W—EUROPEAN CIVILIZATION SINCE 1648 (6 Sem. Hrs.)

A continuation of the survey of European history from the Peace of Westphalia to contemporary times.

Hs. 121W—THE RENAISSANCE (3 Sem. Hrs.)

This course is chiefly concerned with the Italian Renaissance. It considers important figures in literature, education, philosophy, and political theory.

Hs. 161W—COLONIAL FOUNDATIONS OF THE UNITED STATES (3 Sem. Hrs.)

Hs. 163W—SOCIAL HISTORY OF THE UNITED STATES UP TO 1865 (3 Sem. Hrs.)

A study of social movements and theories from early colonial times up to 1865.

MATHEMATICS

Mt. 15W—INTRODUCTION TO CALCULUS I (3 Sem. Hrs.)

Enrollment in this course is limited to students who have demonstrated an unusually high aptitude and achievement in mathematics. Topics covered include the algebraic properties of the real number system, vectors, a brief treatment of analytic geometry, limits and derivatives.

Mt. 16W—INTRODUCTION TO CALCULUS II (3 Sem. Hrs.)

A continuation of Mathematics 15. Topics covered include the analytic properties of the real number system, integration, elementary functions and applications of the differential and integral calculus.

Mt. 133W—MODERN ALGEBRA I (3 Sem. Hrs.)

This course consists of elementary topics in number theory and an introduction to algebraic structures. Topics in number theory include divisibility, congruences, and unique factorization. Other topics include groups, homomorphism theorems, rings and ideals, polynomial rings, and elementary field theory.

Mt. 134W—MODERN ALGEBRA II (3 Sem. Hrs.)

A continuation of Mathematics 133. This is a course in linear algebra, covering such topics as vector spaces, linear transformations, matrices, determinants, and inner product spaces.

Mt. 135W—ADVANCED CALCULUS I (3 Sem. Hrs.)

This course is for physics and chemistry majors. Topics covered include infinite series, functions of several variables, algebra and geometry of vectors, and matrices.

Prerequisite: Mathematics 24.

Mt. 136W—ADVANCED CALCULUS II (3 Sem. Hrs.)

A continuation of Mathematics 135. Topics covered include vector field theory, partial differential equations, complex variables, probability, and numerical analysis.

Mt. 137W—ADVANCED CALCULUS I (3 Sem. Hrs.)

This course consists of a systematic treatment of the differential and integral calculus of functions of several variables.

Prerequisite: Mathematics 24, 26, or 32.

MT. 138W—ADVANCED CALCULUS II (3 Sem. Hrs.)

A continuation of Mathematics 137. Topics covered include curves and surfaces, line and surface integrals, infinite series, and improper integrals.

MT. 172W—SYMBOLIC LOGIC (3 Sem. Hrs.)

An introduction to the theory of logical inference and the algebra of logic. Topics covered include the sentential and quantificational calculi, the theory of relations and intuitive set theory.

PHILOSOPHY

PL. 41W—LOGIC AND INTRODUCTION TO PHILOSOPHY (3 Sem. Hrs.)

This course combines a study of Aristotelian logic and an introduction to the problems and methods of philosophy. Logic aims to establish and inculcate the laws of correct reasoning by a scientific study of the term and the idea; the proposition and the judgment; the syllogism; the types of reasoning, and the more common fallacies of expression and reasoning.

PL. 121-122W—PRINCIPLES OF METAPHYSICS—COSMOLOGY (6 Sem. Hrs.)

This course is an introduction to the philosophy of being, with major emphasis on the methods and principles of St. Thomas Aquinas. The validity of the science and its object having been established, special treatment is given to the attributes, analogy, the causes, and categories of being. The problem of existence is central in this treatment, and is examined in the scholastic and non-scholastic traditions. Part of the second semester is devoted to traditional problems of cosmology, such as the constitution of natural bodies, the necessity of physical laws, and finality in nature.

PL. 125W—NATURAL THEOLOGY (3 Sem. Hrs.)

This course consists primarily in a study of St. Thomas Aquinas' philosophy of God, as found in the *Summa contra Gentiles* and *Summa Theologica*.

PL. 131W—COSMOLOGY (3 Sem. Hrs.)

This is a branch of special metaphysics in which such problems as the ultimate cause of the universe, the constitution of natural bodies, the necessity of physical laws, and the nature of time, space, and motion are examined. The opinions of such schools of thought as Pantheism, Materialism, Atomism, and Dynamism are discussed.

PL. 134-135W—PHILOSOPHY AND MODERN SCIENCE (4 Sem. Hrs.)

An introduction to the relationship between philosophy and modern physical sciences and mathematics is offered in this course.

PL. 141W—FUNDAMENTAL PHILOSOPHICAL PSYCHOLOGY (3 Sem. Hrs.)

The psychology here treated is philosophical or metaphysical psychology, which takes account of experimental data, but is not positivistically subordinate to it. The nature of life in general, vegetative and animal in particular, are treated. The problems of the origin of life and species are discussed and evolutionary doctrines treated.

PL. 142W—ADVANCED PHILOSOPHICAL PSYCHOLOGY (3 Sem. Hrs.)

The scholastic explanation of the sense and rational life of man is treated. The doctrines of such philosophers as Descartes, Locke, Kant, and others are discussed. The nature and mode of human cognition and appetition are explained, and such doctrines as the spirituality and immortality of the soul and the freedom of the human will are established.

PL. 152W—THEORIES OF KNOWLEDGE (3 Sem. Hrs.)

With the aim of developing a coherent, realistic theory of knowledge, this course examines the role of sensation, the formation of universal concepts, truth and judgment, the process of ratiocination, and the bases of human testimony. Comparative studies are made of the theories of knowledge offered by Scepticism, Relativism, Idealism, Existentialism, and others. The role of affectivity in knowledge, the kinds of knowledge, the historicity of truth, and problems of diversity and plurality in philosophy are studied.

PL. 162W—GENERAL ETHICS (3 Sem. Hrs.)

Aristotelian-Thomistic moral philosophy is the subject-matter of this course, although opposing schools of thought such as Utilitarianism, Moral Positivism, Moral Sensism, and the moral philosophy of Kant are evaluated. The nature of the moral act; the end of volitional activity; the moral good and its norm; the concept of obligation; natural and positive law; conscience and the nature of right are treated.

PL. 171W—HISTORY OF ANCIENT PHILOSOPHY (3 Sem. Hrs.)

A survey of the origin of philosophical thought, from the early Socratics to Plotinus, with special emphasis on Aristotle and Plato.

PL. 172W—HISTORY OF MEDIEVAL PHILOSOPHY (3 Sem. Hrs.)

A survey of the major influences in philosophy from St. Augustine to the later scholastics, with special emphasis on S. Thomas.

PL. 173W—STUDIES IN EARLY CHRISTIAN PHILOSOPHY (3 Sem. Hrs.)

This course studies the philosophy of the Fathers of the Church, the factors which influenced their philosophical positions, and the impact which they made on subsequent thinkers.

PL. 174W—MEDIEVAL AND MODERN CHRISTIAN PHILOSOPHY (3 Sem. Hrs.)

A survey of the major contributions to the cultural heritage of the Western World by outstanding Christian thinkers since the time of St. Thomas Aquinas.

PL. 175W—HISTORY OF MODERN PHILOSOPHY (3 Sem. Hrs.)

This course studies the classical modern period, beginning with Descartes. Special emphasis is placed on the noetic theme in its historical development.

PL. 181-182W—READINGS IN ARABIC PHILOSOPHY

A directed course in readings from the original texts and in translation. The number of credits will depend upon readings, reports, and examinations.

PL. 198-199W—READINGS IN THE HISTORY OF PHILOSOPHY

Under departmental direction, special opportunity is afforded for extensive reading in the history of philosophy, pre-Christian, medieval, and modern. Special emphasis is placed on textual and historico-critical analysis. The number of credits will depend on reading, reports, and examinations.

PHYSICS

PH. 1-2W—GENERAL PHYSICS (8 Sem. Hrs.)

A general survey of classical and modern physics, for students taking physics as part of their general education.

PH. 21W—MECHANICS I (3 Sem. Hrs.)

A thorough introduction to the principles and applications of classical mechanics, with free use of the calculus.

PSYCHOLOGY

PSYCH. 121W—STATISTICS IN PSYCHOLOGY (3 Sem. Hrs.)

This is a course in the use of statistical methods in psychology: arrangement and manipulation of the data, measures of central tendency, variability, and elementary correlation methods.

RUSSIAN

RUS. 1-2W—ELEMENTARY RUSSIAN (6 Sem. Hrs.)

This course for beginners stresses intensive training in Russian grammar, accompanied by suitable reading exercises, elementary composition, and oral usage.

RUS. 121W—RUSSIAN LITERATURE (3 Sem. Hrs.)

Readings for grammatical and stylistic analysis of selected contemporary Russian writings.

SEMITIC STUDIES

AR. 111-112W—GRAMMAR AND READING (6 Sem. Hrs.)

The elements of classical Arabic, grammar, reading, and composition are introduced in this course.

AR. 121-122W—ADVANCED GRAMMAR AND READING (6 Sem. Hrs.)
Further study is made of the grammar of classical Arabic, with selected readings.

AR. 155W—CULTURE AND HISTORY OF IRAQ (3 Sem. Hrs.)
A study of the cultural and historical background of present day Iraq, with a consideration of her cultural relations to her present neighbors.

HE. 111-112W—GRAMMAR AND READING (6 Sem. Hrs.)
An introductory course in the grammar and structure of the Hebrew language, with beginners' exercises in reading.

HE. 121-122W—ADVANCED GRAMMAR AND READING (6 Sem. Hrs.)
Further study is made of grammatical principles and selected readings in Hebrew prose.

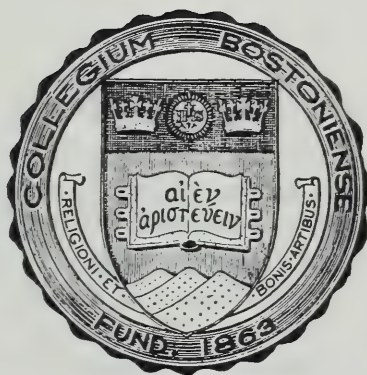
HE. 131-132W—SELECTED READINGS (6 Sem. Hrs.)
Advanced selected readings in Hebrew prose are translated and analysed.

SY. 111-112W—GRAMMAR AND READING (6 Sem. Hrs.)
An introductory course in the grammar and structure of the Syriac language, with beginners' exercises in reading.

SOCIOLOGY

SOC. 101W—INTRODUCTORY SOCIOLOGY (3 Sem. Hrs.)
This course considers sociology among the social sciences and sociology as a science. Basic methods and techniques of research are surveyed, and a study is made of the fundamental concepts and theories relative to forms of social organization, modes of social inter-action, social processes, and social change.

THE COLLEGE OF BUSINESS ADMINISTRATION



CHESTNUT HILL, MASSACHUSETTS 02167

THE COLLEGE OF BUSINESS ADMINISTRATION

HISTORICAL STATEMENT

In order to meet an ever increasing demand for undergraduate liberal and professional education for the modern world of business, the College of Business Administration was inaugurated as an integral part of Boston College in 1938. The first freshman class of the College began at 126 Newbury Street in downtown Boston, but a rapid expansion of the program caused the College to be moved out to the Chestnut Hill campus in 1940, where classes were conducted in Cardinal O'Connell Hall. Following the war, the College of Business Administration moved to its own new permanent building — Fulton Hall — which had been especially constructed for it on the main campus with well-equipped lecture halls, laboratories and conference rooms. With its own large library and Business Research Bureau, Fulton Hall provides functional efficiency for the liberal and professional education of its students.

OBJECTIVES

The specific objective of the College of Business Administration is to provide an undergraduate liberal and professional education for young men who have the qualifications and the ambition to be administrators and executives.

The College of Business Administration offers an integration of both liberal and professional education through its curriculum, its teaching method, and its extracurricular program.

Sixty percent of the curriculum focuses on the traditional liberal arts subjects of English, foreign language, history, mathematics, philosophy and theology (for Catholic students). These courses are taught according to the time-tested principles of the Jesuit *Ratio Studiorum*. They seek through their discipline and their range to develop the whole man intellectually in the Christian tradition.

The remainder of the curriculum covers those professional subjects which provide the basic foundations of management science. The emphasis in this area is not technical but administrative. The professional courses seek to acquaint the student with the functional areas of business, to equip him with the tools necessary for solving business problems, to teach him to analyze business problems critically, and—most important of all—to educate him to make wisely those administrative decisions which are required to solve business problems. A core of business tools—accounting, economics, finance, statistics, business law, marketing, production, organization behavior,—are required of all. In the junior year a student is permitted limited concentration in one of the following fields: accounting, economics, finance, marketing or production. This specialization provides a deeper analysis and synthesis in a particular area of business. It is limited, however, in order not to distract from the broad professional goals of the program as a whole.

The College of Business Administration is professionally oriented in its method as well as in its curriculum. Its courses, teaching method and extracurricular program are geared not only to the analysis of business problems but to the solution of those problems through rational and socially responsible decision-making. The College seeks to develop not only an analytical mind but also sound practical judgment. It seeks to produce not so much critics of society as leaders of society. In the professional courses case method, business simulation techniques and class projects are used along with the traditional Jesuit teaching methods in order to produce this double result of intellectual and prudential maturity. Extracurricular activities of students are both integrated and regulated by the College. Faculty advisors assigned to individual students attempt to harmonize outside work and recreational activities with formal instruction so that the total effect is not only intellectual acumen but also mature judgment.

The entire program is, therefore, professionally oriented. The professional character of the School is manifested in the conduct and deportment of the students as well as in the curriculum they follow.

Professional education at Boston College is not training for a trade. The College of Business Administration accepts only those students who have had four years of college preparatory courses in high school. Nor will it train a student only for his first job. Rather it seeks to educate serious, ambitious, well-motivated young men who aspire to leadership positions in tomorrow's world of business.

COLLEGE OF BUSINESS ADMINISTRATION

ADMINISTRATIVE OFFICERS

REV. W. SEAVEY JOYCE, S.J., Ph.D. *Dean*

REV. ALFRED J. JOLSON, S.J., M.B.A., S.T.L.
Associate Dean and Director of Honors Program

CHRISTOPHER J. FLYNN, JR., A.M., LL.B. *Assistant Dean*

REV. FRANCIS B. McMANUS, S.J., A.M. *Dean of Men*

REV. GREGORY R. ROY, S.J., S.T.L. *Student Counselor*

REV. GEORGE F. LAWLOR, S.J., Ph.D. *Director of Guidance*

JULIE A. BAIN, A.B., M.A.T. *Registrar*

PAUL V. MOYNIHAN, B.S.L.S., A.M. *Librarian*

ROBERT J. M. O'HARE, B.A., M.S. *Director, Bureau of Public Affairs*

CHARLES L. VAUGHN, Ph.D., *Director, Bureau of Business Research*

FEATURES OF BOSTON COLLEGE EDUCATION

SPIRITUAL TRAINING

A Catholic atmosphere surrounds and permeates all student life at Boston College.

For Catholic students the study of Theology is required as an integral part of their academic program. During the four years of undergraduate education the entire cycle of Catholic dogmatic and spiritual teachings are covered. This formal instruction is supported by various religious and spiritual activities which are carried on during the year. Mass is celebrated daily on the campus. A priest of the faculty, appointed as Student Counselor, is available to advise students on academic, personal and spiritual matters. Other Jesuit priests are readily available for the same purposes.

An annual retreat is conducted for all Catholic students. An opportunity is also available for closed, weekend, campus retreats which are held frequently during the school year. The College of Business Administration sponsors closed three-day retreats, especially for business students, at a local retreat house in both the fall and spring semesters.

GUIDANCE AND COUNSELING

Individual adjustment to college life and study is a difficult task for most students. The College realizes this and offers educational direction and assistance both in the selection of the courses most valuable to them, and in the mastery of the courses selected. The Guidance Office, by means of interviews, tests, a study of high school records, and other pertinent data, endeavors to obtain knowledge of the scholastic background, interests, and the general and specific abilities of each student. A University office of testing services is available for this purpose. In addition, individual and group instruction is given in study methods, efficient use of the library, and reading development techniques.

Counselors, who are members of the College of Business Administration faculty, are assigned to all freshman and sophomore students. These counselors meet with the students in small groups and in private interviews during each semester and, in general, are available for consultation on academic and other problems throughout the year. A Director of Guidance is in charge of the guidance and counseling program.

THE LIBRARIES

The Business Administration Library is located in the College of Business Administration, Fulton Hall. This Library contains over 30,000 volumes. It contains all the major business journals, selected business surveys and an excellent selection of trade and economic periodicals. Standard works in all phases of business activity are available for both reference and circulation. The Library has also collected the annual reports, prospectuses and letters to stockholders from some 1128 corporations. This material is housed in the Corporation Room where it is available to students for reference work.

The Baptist (General) Library with a collection of over 300,000 volumes is open to all students of the College of Business Administration. So also are the seven other divisional libraries whose joint holdings are in excess of 300,000 volumes.

VOCATIONAL GUIDANCE AND PLACEMENT

The College offers assistance to students and graduates in solving the problems of employment both during their college course and afterwards. The Placement Bureau helps them in obtaining information about the nature and requirements of various business and industrial occupations as well as educational and professional positions. It also endeavors to learn of specific opportunities for permanent employment in these fields. In the College of Business Administration itself, a faculty member acts as the coordinator of vocational guidance for upperclassmen.

RESERVE OFFICERS TRAINING CORPS, U.S.A.

An Army ROTC Unit (General Military Science) is maintained at Boston College. Military Science is a 4-year elective course. The object of the course of instruction in Military Science is to produce junior officers who by their education, training, and inherent qualities are suitable for continued development as officers in the United States Army. Distinguished Military Graduates are offered commissions in the Regular Army. Training in leadership is emphasized. Physically qualified male students aged 14 to 22 years, who are citizens of the United States and who are regularly enrolled in courses leading to a degree, are eligible to apply for enrollment in the ROTC at the beginning of their Freshman year. Applicants who successfully complete the prescribed ROTC qualification tests will be enrolled in Advanced Courses within quota limitations set by the Department of the Army. Advanced Course students receive the monetary allowances prescribed by law.

MILITARY CONTACT ADVISORY BOARD

A board of advisors has been set up at Boston College in order to provide information and direction on matters connected with military service. This board consists of lay faculty members who are either veterans or members of reserve units in the various branches of the service. Through

this board, students are able to receive most recently released information regarding opportunities in the service and are able to receive advice on any matters connected with selective service or enlistment.

EDUCATION OF VETERANS

Boston College is approved by the Federal Government for the education and training of veterans under Public Laws 550 and 894.

All veterans who are eligible for training under Public Law 550 are advised to consult the Director of Admissions regarding the final vocational objective and degree desired before applying for benefits under this law. Veterans of the Korean War, who are entitled to educational benefits under Public Law 550, are personally responsible for all tuition fees.

FOREIGN STUDENT ADVISOR

The University maintains an Office of the Advisor for Foreign Students for the information and assistance of all students in the University who are not citizens of the United States. In addition, this office acts as an information center for foreign nationals in matters relating to non-academic activities. All foreign nationals in all colleges and schools of the University are required to register with this office at the beginning of each academic year.

STUDENT HEALTH SERVICE

A registered nurse is in attendance to provide for medical attention in case of sickness or accident and to supervise hospitalization when it is necessary. The First Aid Room is open to the students throughout every class day.

STUDENT ACCIDENT INSURANCE PROGRAM

There is a compulsory student accident insurance program covering all accidents on or off the campus during the academic year. A voluntary sickness and hospital insurance is also available.

HONORS PROGRAM

FOR SUPERIOR STUDENTS

OBJECTIVES AND REQUIREMENTS

The Honors Program is an educational experiment in quality business education for outstanding undergraduate students.

The College of Business Administration initiated the program in 1955 with 11 Juniors and Seniors. It was the first such program in the United States, and it has been in continuous operation since that year.

The objective of the College of Business Administration is to provide a liberal and professional foundation for prospective business executives. Individual students, however, differ in their ambitions and capacities for development and growth. In recognition of this fact, the Honors Program was created to meet and challenge the capacities of superior students entering the field of collegiate education in business. Its goal is to promote the development of an intelligent businessman who is superior in academic ability and administrative promise.

The Honors Program begins in Sophomore year. Admission is by invitation only. Students extended the privilege of participation are selected on the basis of high school record, demonstrated ability in the Freshman year, faculty recommendations and personal interviews.

An evaluation of each Honors student is made annually to determine if his participation should be continued. A high level of academic achievement, definite contribution to the College and the student body and an active interest in Honors work are expected from those students who wish to remain in the Program.

Individual treatment, intellectual stimulation, independent work and the development of a professional attitude in the approach to business problems constitute the fundamentals of the Program. In addition to enriched course work, the Program includes public academic presentations by the members, seminars on topical events, sessions with the Young Presidents' Organization, and independent research papers based on actual field work in industry.

A brochure giving more complete details is available upon request. Write to the Director of the Honors Program, College of Business Administration, Boston College, Chestnut Hill, Massachusetts 02167.

SPECIAL PROGRAMS

ADVANCED PLACEMENT

Entering Freshmen who have had courses of college-level quality in any subject may apply for Advanced Placement in that subject. Although students seeking Advanced Placement will ordinarily be required to submit evidence of the quality of work done in the form of Advanced Placement Examination scores, students who have completed work of high distinction in high school but have not had the opportunity to take these Examinations may also be considered as candidates for Advanced Placement. Advanced Placement, with credit towards the degree, will usually be granted upon the submission of satisfactory test scores, but it is not automatic. The high school record as well as faculty recommendation will also be taken into consideration in determining eventual placement.

SOPHOMORE STANDING

Entering students who have completed work of college-level quality in three or more subjects may apply for admission to the College with the rank of Sophomores. Any student admitted to Sophomore Standing is free to complete his degree requirements and be graduated in three years.

No student can be considered for Advanced Placement or Sophomore Standing until he has fulfilled the regular requirements for admission to the College of Business Administration. Those interested in securing Advanced Placement in subjects where examinations are not offered by the Advanced Placement Program or in securing Sophomore Standing are urged to write for more specific information.

EARLY ADMISSION

Admission to the Freshman Class is occasionally granted to able and ambitious students who have not fulfilled all the requirements for a secondary school diploma. Any student of superior achievement and maturity who has completed the eleventh grade of secondary school may apply for Early Admission. All such applications for Early Admission are considered on an individual basis and any interested student who believes he might qualify is invited to write for instructions on how to apply.

JUNIOR YEAR ABROAD

Students who have demonstrated ability to do superior work and given evidence of ability to profit from a year's study at a university in a foreign country may make arrangements to spend their Junior year in study abroad. Ordinarily these students join groups studying at universities in Austria, Italy, Germany, France, Spain or Belgium. Students majoring in any of the modern languages will be urged to make every effort to spend their Junior year in foreign study.

STUDENT ORGANIZATIONS

1. STUDENT GOVERNMENT:

THE STUDENT SENATE OF THE COLLEGE OF BUSINESS ADMINISTRATION serves as the liaison organization between the students and the administration of the College of Business Administration, is the responsible voice of student opinion, and organizes and cooperates in the execution of social and academic functions that involves the whole student body of the School.

2. DEVOTIONAL SOCIETIES:

THE LEAGUE OF THE SACRED HEART AND THE APOSTLESHIP OF PRAYER are organizations whose aim is to keep alive in the students devotion to the Sacred Heart of Our Lord. The activities of the League center around the day which is especially dedicated to the Sacred Heart, the First Friday of every month.

THE SODALITY OF THE IMMACULATE CONCEPTION is the leading spiritual organization in every Jesuit College and is composed of those students who seek, under the patronage of Our Lady, personal sanctification and active participation in the work of Catholic Action.

3. HONOR SOCIETIES:

BETA GAMMA SIGMA, Beta of Massachusetts is the Boston College Chapter of Beta Gamma Sigma, the only scholarship honor society in the field of commerce and business recognized by the American Association of Collegiate Schools of Business. Election to membership represents the highest scholastic honor that may be won by a student in commerce and business.

ALPHA SIGMA NU. A chapter of this national honor fraternity for students of Jesuit colleges and universities was established at Boston College in 1939. Candidates for membership, chosen during their Junior year, must be outstanding in scholarship, loyalty and service to the College.

4. PROFESSIONAL ACTIVITIES:

ACADEMY OF MARKETING EXECUTIVES is open to students who concentrate in Marketing. The club is affiliated with and operates under the sponsorship of the American Marketing Association.

ACCOUNTING ACADEMY has as its objective the development of a professional attitude towards accountancy as a career and the encouragement of high scholarship and sound business ethics among its members. It provides an opportunity for the members to get an understanding of the current problems in the field of accountancy and business in general through discussion among its members and lectures by businessmen and practising accountants. Frequent meetings are held jointly with the Finance Club to discuss business problems of mutual interests. Membership in the Accounting Academy is open to students who concentrate in Accounting and to others who manifest an interest in accounting.

ALPHA KAPPA PSI. Delta Eta Chapter of Alpha Kappa Psi is a chapter of the oldest professional business fraternity in the United States. Its principle objectives are to further the welfare of its members, to foster scientific research in the fields of commerce, accounts and finance, and to educate the public to appreciate and demand highest ideals therein.

BUSINESS CLUB is primarily designed for Freshmen and Sophomores, to afford opportunity to develop self expression and initiative in furthering their interest in and knowledge of business procedures and techniques.

C.B.A. DEBATING SOCIETY is intended for Freshmen and Sophomores in the College of Business Administration. Its purpose is to develop ability, poise and confidence in speaking.

C.B.A. TOASTMASTERS' CIRCLE is an organization which affords an opportunity for students to develop further their skill and ability in oral communication.

CIRCLE K CLUB, an affiliate of International Kiwanis, is a service organization open to C.B.A. undergraduates after Freshman year.

DELTA SIGMA PI. Delta Kappa Chapter is a local chapter of this national professional business fraternity whose purposes are to foster the study of business in universities; to encourage scholarship, social activity, and the association of students for their mutual advancement by research and practice; to promote close affiliation between the commercial world and students of commerce; and to promote high standards of ethical conduct in the community.

ECONOMICS ACADEMY offers its members the opportunity to hear experts present their views on modern economic problems and to participate in a discussion of them.

FINANCE CLUB. Students who concentrate in Finance are eligible for membership in this club. The purpose of the Finance Club is to acquaint its members with the current trends in the financial world.

FOREIGN TRADE CLUB consists of students of Economics and Business Administration who are interested in foreign commerce and international Economics. The Foreign Trade Club is officially affiliated as a student chapter of the New England Export Club, Inc.

OMICRON CHI EPSILON. A chapter of the only national honor society in the field of Economics was established at Boston College in 1959. Mu Chapter of Boston College elects to membership students majoring in Economics in their Junior year, who have shown high scholastic achievement and loyalty to the ideals of Economics.

SOCIETY FOR ADVANCEMENT OF MANAGEMENT. The Student Chapter of the Society for Advancement of Management is the professional organization of the students who concentrate in Production. It works in close cooperation with the Boston Chapter of the Society for Advancement of Management.

5. UNIVERSITY ACTIVITIES (open to CBA students):

Aquinas Circle (Philosophy)
Bellarmine Law and
Government Academy
Cadet Officers Club (ROTC)
Camera Club
Canisius Academy (Theology)
Chess Club
Dramatic Society
French, German, Italian and
Spanish Academies
Fulton Debating Society

Gold Key Society
Lewis Drill Team (ROTC)
Musical Organizations:
Band
University Chorale
Blessed Oliver Plunkett Society
Radio Clubs
Rod and Gun Club
Sociology Academy
World Relations League

6. STUDENT PUBLICATIONS:

JOURNAL OF BUSINESS is an undergraduate publication devoted to the written presentation of current business topics. It is written and edited by students in the College of Business Administration. Its purpose is to develop effective and forceful writing skills.

BOSTON COLLEGE HEIGHTS, founded in 1919, is the official news organ of the College. It is a weekly newspaper written and published by the students for the purpose of publicizing the activities of the school. It also serves as a bond between the undergraduates body and the alumni.

BOSTON COLLEGE STYLUS is published quarterly by the undergraduate students of Boston College. Its aim is to cultivate and maintain literary excellence among the students by stimulating interest in writing for publication.

SUB TURRI is the annual publication of the Seniors of the College. It is a pictorial chronicle of the activities of the class during the four years of its undergraduate life.

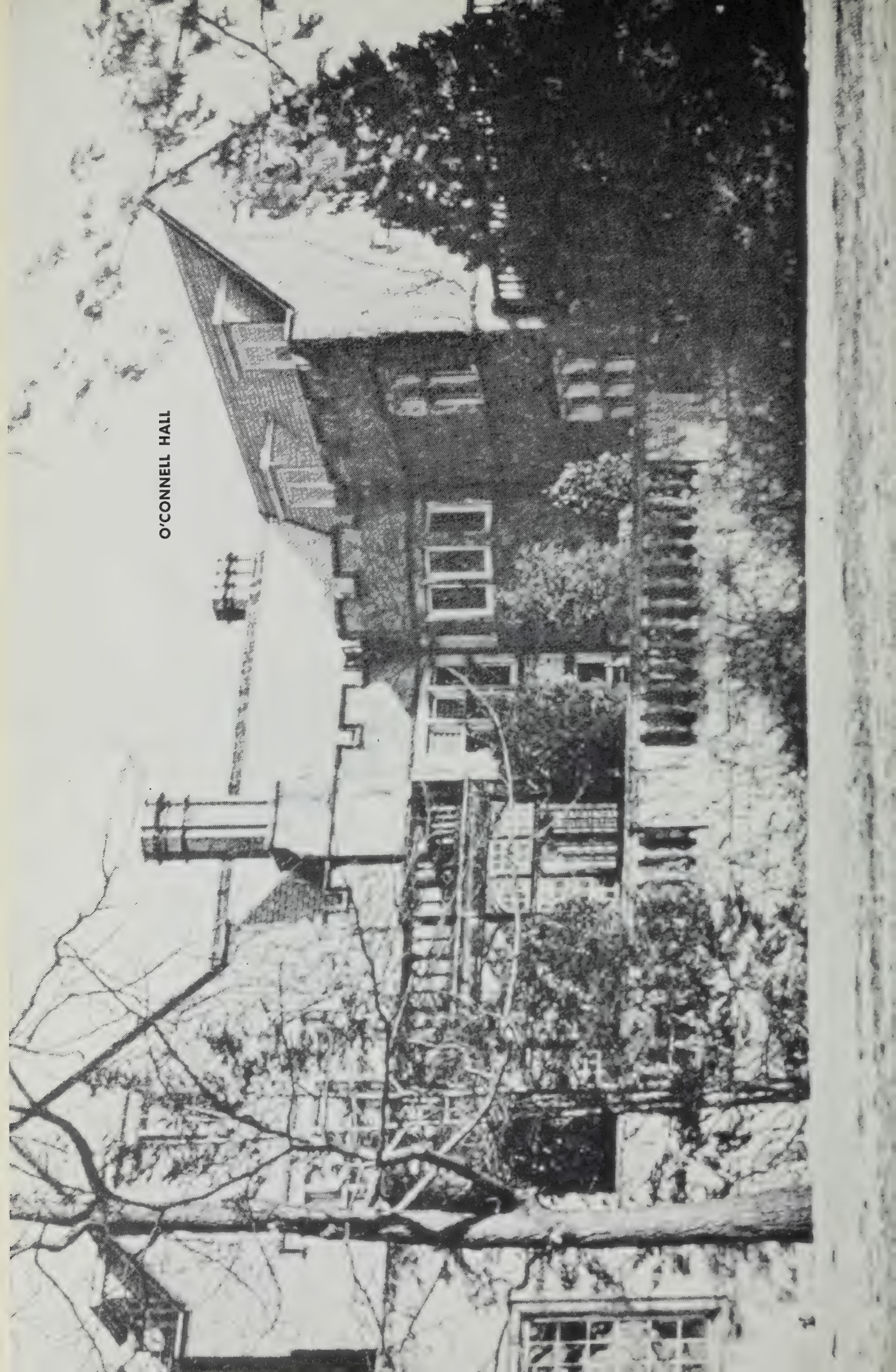
C.B.A. NEWSLETTER is the official organ of the C.B.A. Student Senate.

7. INTRAMURAL ATHLETICS:

The program of Intramural Athletics, conducted by a staff of experienced directors, serves in the development of the student by providing opportunities to engage in basketball, touch-football, tennis, volleyball, softball, boxing and track.



O'CONNELL HALL



TUITION AND FEES

Tuition is to be paid semi-annually.

- (1) First Semester Tuition and Fees are due before registration in September.

Tuition: \$600.00.

Registration Fee: for Freshmen and new students—\$10.00.

Total: For upperclassmen—\$600.00 plus Laboratory Fees.

For Freshmen and new students—\$610.00 plus Laboratory Fees.

- (2) Second Semester Tuition and Fees are due before registration in January.

Tuition: \$600.00 plus Second Semester Laboratory Fees.

SUMMARY OF ANNUAL EXPENSE REQUIREMENTS

GENERAL FEES

Application Fee (not refundable)	\$ 10.00
Acceptance Deposit (not refundable but applicable to First Semester Tuition)	100.00
Registration for new students (not refundable)	10.00
Late Registration — additional	10.00
Tuition—payable semi-annually in advance	1,200.00
Laboratory Fee—per year, per course, payable in advance	20.00
Student Accident Insurance — Required	7.50
Student Sickness Insurance — Optional	12.00
Student Identification Card (Freshmen only)	2.00

SPECIAL FEES

Absentee Test	\$ 10.00
Change of Course	10.00
Change of Individual Subject	5.00
Extra Course—per semester hour credit	40.00
Language Laboratory—per semester	5.00
Science Laboratory—per semester	25.00
Special Students—per semester hour credit	40.00
Certificates, Marks, etc.	1.00
Graduation Fee	10.00

DORMITORY ACCOMMODATIONS

Boston College has dormitory and other boarding accommodations for 1500 men students. For information or requests write to:

Office of the Director of Housing
Boston College
Chestnut Hill, Massachusetts 02167

All students must file with the Registrar both their permanent and temporary addresses.

EXPENSES FOR RESIDENT STUDENTS

Board and Room	\$950.00
Payable in advance at the rate of \$475.00 per semester.	
Room Guarantee and Breakage Deposit	100.00

Deposit is not refundable until student completes his residence at the College either by graduation or by withdrawal in good standing, provided student has completed one year in residence.

The Trustees of the College reserve the right to change tuition rates and other fees whenever such action is deemed necessary.

ADMISSIONS

ENTRANCE REQUIREMENTS

Applications for admission to Boston College must be filed with the Director of Admissions early in the final year of the applicant's secondary school studies. The candidates should request from the Director of Admissions a regular application form and follow carefully the directions given on the application.

All school records must come directly from the Office of the Principal to the Director of Admissions. No record will be accepted as official otherwise. The Committee on Admissions will consider the character, personality and health of each applicant and those who are judged to show promise of success in scholarly attainments will be declared eligible for admission.

The applicant's field of specialization will in part be determined by the high school preparation. The Director of Admissions is always glad to consult with the principal, guidance director or student regarding the course of studies. Personal interviews will be arranged. All applications will be carefully examined and all candidates may be assured of personal consideration.

The prerequisite courses for the degree are as follows: Ordinarily two years of a foreign language are required for admission to the College of Business Administration. Freshmen are also required to continue the study of a foreign language previously undertaken, unless otherwise assigned by the Dean.

BACHELOR OF SCIENCE

Algebra 2

Plane Geometry 1

English 4

Foreign Language 2

Other standard courses

METHOD OF ADMISSION

All candidates for admission to the College of Business Administration must complete the Scholastic Aptitude Test in the December, January, or March Series and three Achievement Tests in the December, January or March Series. Candidates are urged to take the Scholastic Aptitude Test in December or January and the three Achievement Tests in the January or March Series. All candidates will take the following Achievement Tests: English, Mathematics (Intermediate or Advanced), and Modern Foreign Language. Candidates are notified of acceptance or rejection approximately seven weeks after the Scholastic Aptitude Test has been taken.

Application forms and information bulletins for the Scholastic Aptitude Test and three Achievement Tests may be obtained from the high school or by writing to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey, or P.O. Box 27896, Los Angeles 27, California. Late applicants will be given particular directions regarding entrance examinations by the Director of Admissions.

All candidates, in addition, must file a regular application for admission to Boston College and should follow the directions on the application carefully and promptly. Application forms and information bulletins may be obtained from the Office of the Director of Admissions, Boston College, Chestnut Hill, Massachusetts 02167.

LOANS, SCHOLARSHIPS and AWARDS

REQUIREMENTS

All scholarship candidates must present "B" grades in all courses and must take the Scholastic Aptitude Test in the December, January or March Series and the three Achievement Tests as explained above, in the December, January, or March Series. These Tests are administered by the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey or P.O. Box 27896, Los Angeles, California. Applications for scholarships must be received before February 15. Special scholarship applications are sent to the candidates after receipt of the application for admission.

The Parents' Confidential Statement is also required of all scholarship candidates. Evidence of financial need is presented by submitting the Parents' Confidential Statement issued by the College Scholarship Service, P.O. Box 176, Princeton, New Jersey or P.O. Box 27896, Los Angeles, California.

All scholarship-aid grants are made on the basis of scholastic achievement and financial need. Although all scholarship aid is granted for four consecutive years, the renewal of this aid year by year is contingent on the continuance of financial need and superior academic performance. Announcement of scholarship-aid awards is made during the first week of May.

LOANS

Details on loans and grants available to students through the National Defense Education Act, Tuition Plan (cf. p. 200) and private lending agencies can be obtained from the Financial Aids Officer, Mr. John E. Madigan. (Gasson Hall, Room 117).

SCHOLARSHIPS

PRESIDENTIAL SCHOLARSHIPS. Four year full tuition awards to students who show outstanding ability, promise, character and leadership. Open to all students in the University.

GENERAL MOTORS SCHOLARSHIP. A maximum grant of \$2,000 a year awarded by the President of the University.

FRESHMEN COMPETITIVE AWARDS. Partial tuition scholarships ranging from one-quarter to three-quarters tuition and continuing for four years if academic requirements are met. Open to all Freshmen in the University and determined by scores in the College Board tests.

EDMUND O'CONNELL SCHOLARSHIP. Established by Mr. Patrick A. O'Connell, President of E. T. Slattery Co., Boston, in 1945 in memory of his son, the late Edmund O'Connell. Income on \$8,000. Holder of this scholarship must be a student of the College of Business Administration.

BENEDICT DUDLEY THOMAS DALY SCHOLARSHIP. Established in 1958 by Francis X. Daly, '22 in memory of his brother, the late Benedict Daly, B.S. '23, A.M. '24. Income from a gift in trust.

SILVER ANNIVERSARY SCHOLARSHIP. Established on the occasion of the 25th anniversary of the College of Business Administration.

ST. IGNATIUS RETREAT FUND. A financial aid to encourage and assist students who wish to make a closed retreat while at the College of Business Administration.

AWARDS

THE REVEREND THOMAS I. GASSON, S.J., AWARD, a gold medal founded by Boston College, for general excellence in all courses of study during four years in the College of Business Administration.

THE REVEREND WILLIAM DEVLIN, S.J., AWARD, a gold medal founded by Boston College, for the student of the College of Business Administration who attained the highest average in all courses in Theology during his four year course.

THE REVEREND STEPHEN A. SHEA, S.J., AWARD, a gold medal to be awarded to the senior having the highest average in all courses in Philosophy during his four undergraduate years at the College of Business Administration.

PATRICK A. O'CONNELL MARKETING AWARD, a gold medal founded by Mr. Patrick A. O'Connell, for excellence in all courses studied in the major field of Marketing.

PATRICK A. O'CONNELL FINANCE AWARD, a gold medal founded by Mr. Patrick A. O'Connell, for excellence in all courses studied in the major field of Finance.

JOHN B. ATKINSON AWARD, a gold medal founded by Mr. John B. Atkinson for excellence in all courses studied in the major field of Production.

THE REVEREND CHARLES W. LYONS, S.J., AWARD, a gold medal founded by Boston College, for excellence in all courses studied in the major field of Accounting.

THE RIGHT REVEREND JOSEPH M. FITZGIBBONS AWARD, a gift of the Right Reverend Joseph M. Fitzgibbons, Pastor of St. Jerome's Church, Arlington, Massachusetts, is awarded to the senior who in the judgment of the faculty has profited most by his years at Boston College.

THE REVEREND EDWARD H. FINNEGAN, S.J., MEMORIAL AWARD, was founded by the Classes of 1949, 1950 and 1951 and his many devoted friends. It is given annually to the senior who has best exemplified the spirit of the College motto "Ever to Excel."

SCHOLARSHIP FUND award of \$400, presented annually at commencement by the Boston College Lay Faculty to help defray the expenses of study at some graduate or professional school is based on the recipient's scholarship, character, extracurricular activity and promise of enduring school loyalty.

FULTON GOLD MEDAL, the annual gift of Mrs. Vincent P. Roberts, in memory of her father, is awarded annually to the outstanding debater in the Fulton Prize Debate.

LEONARD AWARD. One fifth of the year's net income on approxi-

mately twenty thousand dollars is awarded annually through the Reverend John F. Leonard Trust to the winner of the Leonard Oratorical Contest. This contest is open to all students in the undergraduate courses at Boston College.

DELTA ETA CHAPTER OF ALPHA KAPPA PSI, a professional fraternity in business administration and economics, awards annually the Alpha Kappa Psi Scholarship Key to the male senior student pursuing a degree in the College of Business Administration who has attained the highest scholastic average for three years of collegiate work in Boston College.

DELTA SIGMA PI SCHOLARSHIP KEY was established in 1912, to recognize high scholarship in the field of business administration. The Central Office of the fraternity provides a gold key annually to each university where there is an active chapter of Delta Sigma Pi, and this key is awarded by the faculty to that male senior who upon graduation ranks highest in scholarship for the entire course in business administration.

DELTA SIGMA PI OUTSTANDING JUNIOR AWARD. A cash award presented to an outstanding Junior by Delta Sigma Pi Fraternity.

HUTCHINSON MEMORIAL AWARD, a plaque presented by the American Marketing Association, Boston Chapter, to the outstanding Marketing student for academic and extracurricular achievement.

THE REVEREND JAMES D. SULLIVAN, S.J., AWARD, a gift of the Student Senate of the College of Business Administration, is awarded to the senior who, in the judgment of a faculty committee, is outstanding in character and achievement.

CARDINAL CUSHING AWARD is a cash award, the income on \$5000 donated by Francis Cardinal Spellman in honor of Richard Cardinal Cushing. It will be given annually to that undergraduate student who publishes the best creative literary composition (poem, short story, drama or essay) in a Boston College undergraduate periodical. The winner of this award will be selected by the vote of a committee of three faculty members of whom one will be the Chairman of the Department of English. The other two members will be named annually by the President of the University.

BISHOP KELLEHER AWARD is a cash award, the income on \$5000 donated by Francis Cardinal Spellman in honor of Most Reverend Louis F. Kelleher. It will be given annually to that undergraduate student who publishes the best scholarly essay on a literary or artistic topic in a Boston College undergraduate periodical. The winner of this award will be selected by the vote of a committee of three faculty members appointed annually by the President of the University.

DENIS H. TULLY AWARD, the income on two thousand dollars, founded by the will of the late Denis H. Tully, is awarded to a student from any of the undergraduate schools for the best paper on a theological subject.

WALL STREET JOURNAL AWARD. A medal and a year's subscription to the *Wall Street Journal* given to the Senior who, in the opinion of a

faculty committee, has demonstrated outstanding achievement in his major field of study.

DEAN'S LETTER OF COMMENDATION. An award given in recognition of outstanding administrative activity by a College of Business Administration undergraduate.

The following award is made annually in November:

HASKINS & SELLS FOUNDATION AWARD, an annual award of \$500.00 founded by the Trustees of the Haskins & Sells Foundation, Inc., to stimulate higher academic achievement on the part of students majoring in Accounting and to encourage promising students to major in that field. The recipient is elected by the Accounting faculty from among outstanding students majoring in Accounting, who have completed their Junior year and have enrolled as Senior Accounting majors in the College of Business Administration.

ADMISSION BY TRANSFER FROM OTHER COLLEGES

Candidates for admission to Boston College from another college of approved standing should apply in writing to the Director of Admissions, Boston College, Chestnut Hill, Massachusetts 02167.

The candidate for admission with advanced standing must present the following: 1. The requirements for admission to the Freshman class. The results of College Board tests must be sent directly from the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey or P.O. Box 27896, Los Angeles 27, California. 2. A regular application for admission to Boston College. 3. An official transcript of all college courses and a statement of honorable dismissal. Only those students will be considered for transfer who have received a "B" grade in all courses. Only those courses will be accepted in transfer which are equivalent to courses offered at Boston College. 4. Letter of recommendation from the Dean of the college formerly attended. 5. A catalogue of the college from which the candidate is transferring. Applications and transcripts will not be accepted unless received directly by mail from schools and colleges previously attended. The formal application and official transcript must be on file no later than June 20th.

After an appraisal of the college record, the candidate will be informed of the terms of acceptance and credits allowed in transfer. Transfer students are admitted only in September at the beginning of the academic year. A very limited number of students are accepted in transfer. Transfer students must complete at least two years in residence to qualify for a Boston College degree.

CORRESPONDENCE

Regarding admission or transfer, correspondence should be sent to the Director of Admissions, Boston College, Chestnut Hill, Massachusetts 02167. Regarding Scholastic Aid, mail should be addressed to Chairman, Scholarship Committee.

REGISTRATION

Information concerning the procedure to be followed in registering will be issued in advance from the Registrar's Office. These directions should be followed carefully.

WITHDRAWALS AND REFUNDS

Fees are not refundable.

Tuition is refundable subject to the following conditions:

- a. Notice of withdrawal must be made in writing and directed to:
Dean, College of Business Administration
Boston College
Chestnut Hill, Massachusetts 02167
- b. The date of receipt of withdrawal notice will determine the amount of the tuition refund.
If formal notice of withdrawal is received within two weeks of first classes a refund of 80% of tuition is made.
If formal notice of withdrawal is received within three weeks of first classes a refund of 60% of tuition is made.
If formal notice of withdrawal is received within four weeks of first classes a refund of 40% of tuition is made.
If formal notice of withdrawal is received within five weeks of first classes a refund of 20% of tuition is made.
No refunds are allowed after the fifth week of classes.
If the student does not elect to leave the resulting cash credit balance to his account, for subsequent use, he should notify the Treasurer in writing to rebate the cash balance on his account.

PAYMENT OF BILLS

Payment of Tuition, Science and Registration Fee is to be made by check or Postal Money Order. Those checks must be made out for the proper amount, made payable to Boston College—College of Business Administration—and sent to the Treasurer's Office.

MONTHLY PAYMENTS

We are glad to offer the convenient TUITION PLAN for those parents who prefer to pay tuition and other fees in equal monthly installments.

The 2, 3, and 4 year plan include Parent Life Insurance for qualified parents. This insurance coverage provides funds for the cost of the remaining period of schooling covered by the contract, if the parent who has signed the contract dies. A descriptive pamphlet will be sent upon request.

The Tuition Plan is optional and offered solely as a convenience. Additional information on this monthly payment plan and other loan plans available to students may be obtained at the Student Loan Office, Office of the Treasurer, Gasson Hall. Arrangements should be made as far in advance of Registration as possible.

Business with the Treasurer's Office will be transacted during office hours: Daily 9-5; Saturdays (during Registration) 9-12.

Holders of Scholarships are not exempt from the payment of Registration, Acceptance Deposit, Insurance, and Laboratory Fees at the time prescribed.

If a student does not enter the year the Acceptance Deposit is paid, this deposit is not applicable to any future year.

Students are registered at the beginning of each semester. Tuition for the semester and all semester fees must be paid before registration.

ACADEMIC REGULATIONS

GRADING SCALE

The grading system consists of twelve categories, as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E. A is excellent; B is good; C is satisfactory; D is passing but unsatisfactory; E is failure.

DEGREE

Upon successful completion of all the requirements, a student is awarded a Bachelor of Science degree.

DEGREES WITH HONORS

The degree of Bachelor of Science with Honors is awarded in three grades; with Highest Honors (*summa cum laude*), with High Honors (*magna cum laude*), and with Honors (*cum laude*).

THE DEAN'S LIST

The Dean's List, published at the end of each semester, ranks students according to their averages for that semester in three groups; First Honors, Second Honors and Third Honors.

REQUIREMENT FOR GOOD STANDING

In order to remain in good standing, a student must maintain a cumulative average of C- as the satisfactory standard of scholarship. Failure to maintain this requirement will result in the student being placed on warning or on probation, or being required to withdraw from the College.

COURSE DEFICIENCY

Failure to achieve a passing grade in a course results in a deficiency, which can be made up only by repetition of the course during the Summer School sessions at Boston College or at another approved college. Credit for such a course will not be granted unless the consent of the Dean has been previously obtained. A course deficiency which has not been made up prevents a student from registering for the Fall semester or from being awarded his degree on time.

A student who has incurred deficiencies in courses totaling more than six (6) semester hours credit will be dropped from the College. Students who have incurred two deficiencies may be dismissed.

OTHER REGULATIONS

GENERAL

In order to remain in good standing, a student must maintain a satisfactory standard of scholarship and conduct, must attend college engagements regularly, and must meet all his other obligations to the College. The College reserves the right to require the withdrawal at any time of a student who has failed to give satisfactory evidence of earnestness of purpose and active cooperation in all the requirements of scholarship and conduct.

CLASS ATTENDANCE

Students currently on the Dean's List or in the Honors Program have the privilege of non-obligatory attendance at classes. For all other students attendance at all classes is obligatory. Credit for a course will be denied to a student who has absented himself from classes totalling more than twice the number of credits allotted to the course.

ABSENCE FROM SEMESTER EXAMINATIONS

Students who are absent from a semester examination are allowed to take an absentee examination at a later date if they are excused by the Dean. A fee of \$10 will be charged for such absentee examination.

RETREAT

All Catholic students are required to make a Retreat sometime during the academic year. Failure to comply with this requirement will result in the student's withdrawal from the College.

ELIGIBILITY

A student is ineligible to hold office in any student activity or to represent Boston College in any major activity or in intercollegiate sports if he incurs two deficiencies or if he incurs one deficiency and if his scholastic average for the semester including the deficiency, is not at least C-. No student is eligible to run for class office unless he has maintained an average of at least C during his course at Boston College and he must also be free from all deficiencies. To hold class office a student must maintain an average of at least C, remain free from deficiencies, and conduct himself in a manner worthy of a student leader.

DRESS

Dress on campus should conform to professional business standards. Students are required to wear suit coats and ties to class.

CURRICULUM

I. THE BASIC PROGRAM FOR ALL FIELDS OF CONCENTRATION

FRESHMAN YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
English 1	3	English 2	3
Mathematics 3	3	Mathematics 4	3
Modern Foreign Language	3	Modern Foreign Language	3
Theology 1	2	Theology 2	2
Principles of Economics 1	3	Principles of Economics 2	3
Accounting 1	3	Accounting 2	3
	17		17

SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
English 21	3	English 22	3
Philosophy 21—Logic	3	Philosophy 22—Metaphysics 22	3
Theology 21	2	Theology 22	2
Business Law 21	3	Business Law 22	3
Control 31	3	Corporation Finance 21	3
Marketing 21	3	Production 21	3
	17		17

JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Philosophy 51—Psychology	3	Philosophy 52—Psychology	3
Theology 41	2	Theology 42	2
Statistics 51	3	Money and Banking 21	3
Field of Concentration	6	Field of Concentration	3
Elective	3	Elective	6
	17		17

SENIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Philosophy 53—General Ethics ...	3	Philosophy 54—Special Ethics ...	3
Theology 101	2	Theology 102	2
History 11	3	History 12	3
Field of Concentration	6	Field of Concentration	3
Elective	3	Business Policy 101	3
		Elective	3
	17		17

II. FIELDS OF CONCENTRATION

ACCOUNTING

The curriculum for students who concentrate in Accounting is designed to provide them with a broad understanding of the theory and techniques of accounting. The comprehensive training in accountancy offered is aimed at preparing students for executive positions in business or government, such as that of controller, chief accountant, internal auditor or budget director and also provides intensive training for those students who intend to practice as Certified Public Accountants.

JUNIOR YEAR			
<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Intermediate Accounting 51	3	Advanced Accounting 52	3
Cost Accounting 55	3		

SENIOR YEAR			
<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Advanced Accounting Problems 101	3	Advanced Accounting Problems 102	3
Controllership I 105*	3	Auditing 104*	3
		Controllership II 106*	3

ECONOMICS

The required curriculum for Economics Majors is designed to introduce the student in his Junior year to statistical reasoning and techniques, and to the fields of Price Theory and Business Cycles. In his Senior year he will study international relations and foreign trade, the economics of labor and the history of economic analysis. He may, in addition, choose one free elective each semester. These courses are so arranged, each taught by a different professor, that the student will have contact with many members of the Economics faculty during his last two years.

JUNIOR YEAR			
<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Economic Theory 101	3	Business Cycles 104	3
		Statistical Analysis 124	3

SENIOR YEAR			
<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Labor Economics 140	3	History of Economic Analysis 133	3
Foreign Trade 171	3		

* Elective.

FINANCE

Finance prepares the student for a thorough understanding of the problems connected with the internal financial administration of a business. It deals with problems of working capital, sales forecasting, cash budgeting, long and short run borrowing techniques, and a knowledge of kinds and sources of funds available in the security markets.

The finance student must be thoroughly grounded in accounting and corporate finance, analysis of financial statements, source and application of funds, cost control, inventory control, the use of statistics as a managerial tool, and the influence of taxes, business law and economics on management decisions.

This field of concentration also offers the student an opportunity for a knowledge of real estate, insurance, the principles of investment, and banking administration.

JUNIOR YEAR			
<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Investment Principles and Analysis 51	3	Investment Principles and Analysis 52	3
Banking and Financial Administration 53	3		

SENIOR YEAR			
<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Financial Management of Corporations 101	3	Financial Management of Corporations 102	3
Taxes 103	3		

N. B. The Advanced Business Law course for those concentrating in Finance is Insurance (Law 104).

MARKETING

Marketing encompasses a wide range of business activities involving the distribution of all goods and services from producers to consumers. Specifically, it includes such activities as sales management, sales forecasting, marketing and distribution, research advertising, retail management, new product development, and distribution cost control and analysis.

The approach is managerial and the curriculum aims to help develop administrators rather than mere technicians. The teaching method stresses analysis and decision-making rather than survey and description. This program has been designed to equip students with the training that will enable them to develop into future administrators. A major in Marketing provides a comprehensive foundation for a career in any marketing activity.

The segment of the economy covered in this major is the most dynamic of the various divisions of business management. Therefore, the need is large and growing ever larger for graduates trained to cope with the problems of this relatively new phase of business administration.

JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Retailing 53	3	Advertising 51	3
Sales Management 55	3		

SENIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Marketing Research 103	3	Marketing Management 101	3
		Marketing Research 104	3

PRODUCTION

The objective of the Department of Production is twofold: to provide a working knowledge of the production function of business from the point of view of the business man who is responsible for the successful management of its organization, operation, and control; and to impart an appreciation of the problems faced by top-level management and a sound philosophy that may be utilized in their solution.

JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Personnel Management 52	3	Quantitative Decision	
Production Controls 70	3	Making 61	3

SENIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Operations Research 110	3	Operations Research 111	3
		Collective Bargaining 104	3

GENERAL BUSINESS

With the Dean's permission, students may concentrate in General Business. This concentration is especially useful for those who plan to associate themselves with smaller firms, where functions are not highly specialized. Students concentrating in General Business may select a program drawn from the course offerings of the various departments. This program must have the approval of a faculty director.

DESCRIPTION OF COURSES

I. PROFESSIONAL COURSES

ACCOUNTING

Chairman: ARTHUR L. GLYNN

Professors: PAUL DEVLIN, JAMES O. DUNN

Assistant Professors: RICHARD A. BRUNO, STANLEY J. DMOHOWSKI,
FREDERICK J. ZAPPALA

Instructor: CHARLES J. FOX

Lecturers: JOSEPH McDONOUGH, ERIC STENHOLM

1. ELEMENTARY ACCOUNTING I. (3)

The basic principles necessary for an intelligent understanding of the books and records used in business. Principles of debits and credits; opening and closing books; classification and analysis of accounts; controlling accounts; the voucher system; trial balance; working papers and the preparation of financial statements.

2. ELEMENTARY ACCOUNTING II. (3)

Basic concepts and procedures of accounting are further developed. Trading and manufacturing operations of business organizations are studied. Analysis of the various types of assets and liabilities is made. Statement analysis is emphasized; fund statements, cash flow statements and the basic concepts of consolidation are explored.

31. CONTROL. (3)

A managerial control through the use of cost data is stressed. Among the subjects covered are budgeting, standard cost analysis, cost-volume-profit relationships, differential costs, direct costing and distribution cost analysis.

51. INTERMEDIATE ACCOUNTING. (3)

Emphasis is placed on the application of accounting theory to practice problems in order to develop financial statements of proper form and content. The relationship between the various financial statements is constantly reaffirmed. The balance sheet items, assets, liabilities, reserves, funds, and net worth are treated comprehensively. The development of accounting judgment to support executive policy is emphasized. Presentation is made of the analysis of financial statements through the use of the ratio method and the consequent critical appraisal attendant upon this method of analysis.

52. ADVANCED ACCOUNTING. (3)

A detailed study of the more unusual phases of accounting theory. A general review of all principles undertaken through the application of acquired theory to complicated problem work. Matters such as installment accounting, consignment accounting, fiduciary accounting and agency accounting are thoroughly explored.

55. COST ACCOUNTING. (3)

The control aspects of material, labor and overhead accounting are stressed. The course covers such areas as job and process costs, standard costs, direct costing, marketing costs, costs in decision making, capital budgeting and profit planning.

101-102. ADVANCED ACCOUNTING PROBLEMS. (6)

It is the purpose of this course to develop in the student the ability to solve a variety of miscellaneous complex problems in order to prepare him for either public professional examinations or executive accounting work in private business. This is attained through a study of typical cases and exercises of The American Institute of Accountants involving special aspects of partnerships, mergers, consolidations, corporations, municipal and government accounting, fiduciaries and other advanced fields of accounting. During the second semester cases in controllership providing training in the collection, analysis and presentation of information for modern business management will be thoroughly discussed.

103. TAX ACCOUNTING. (3)

This course considers the Massachusetts and Federal Income Tax Laws, with applications to individuals, partnerships, fiduciaries and corporations. An intensive series of practical problems covering concrete situations illustrates the meanings of the laws. Consideration is given to the economic and historic viewpoints. A study is made of federal estate, gift and excise laws and state inheritance and excise tax laws.

104. AUDITING. (3)

This course presents both the theory and the procedure of auditing. The subjects covered include various types of audits, the preparation of working papers and reports, the relationship with the client and professional ethics. The materials used are practice sets, problems and the actual books of business organizations that have ceased operations. The course offers an opportunity to become acquainted with various classes of enterprise and provides a test under conditions which correspond to those met in practice. The student receives individual instructions on his assignments.

105. CONTROLLERSHIP I. (3)

This course develops the administrative functions, quantitative techniques and judgments in the problems of fiscal management through practice in the evaluation of alternatives. Areas of emphasis include administrative organization, working capital management, such as banking relationships, cash, credit and collection procedures, inventory and property control. Forecasting, price level changes, comprehensive budgeting, product mix and profit contributions and quantitative techniques for project evaluations are given special emphasis.

106. CONTROLLERSHIP II. (3)

In developing the student's judgment in the area of financial management this course emphasizes such subjects as the determination and analysis of financial needs, the measuring of alternative courses of management action through the use of capital budgeting and the analyses of the various sources of funds and the means of obtaining these funds. Controllership I is not a prerequisite.

BUSINESS LAW

Chairman: JAMES E. SHAW

Associate Professors: CHRISTOPHER J. FLYNN, JR., VINCENT A. HARRINGTON, WILLIAM B. HICKEY

Assistant Professor: PHILIP F. GARITY

Lecturer: FRANK A. MURRAY

21. BUSINESS LAW I. (3)

A brief introductory survey of the nature and sources of law. The law of contracts, including offer and acceptance, consideration, competent parties, illegality, fraud, mistake and duress, and performance and discharge. The law of sales, including transfer of property between buyer and seller, warranties, remedies.

22. BUSINESS LAW II. (3)

The law of negotiable instruments, including creation of negotiable instruments, negotiation, holder in due course, real and personal defenses, liabilities of parties and discharge. The law of partnerships, including formation, partnership property, relation of partners to one another and to third persons, dissolution. The law of corporations, including incorporation and promotion, powers of a corporation, management of a corporation, stock and transfer of stock, rights of stockholders and dissolution.

51. C.P.A. LAW. (3)

A general review of the law of contracts, negotiable instruments, partnerships, corporations, sales, bailments, wills, trusts and estates, bankruptcy and other matters of particular interest to those who are preparing for C.P.A. examinations.

52. INTRODUCTION TO LABOR LAW. (3)

This course is designed to supply the essential background for understanding current labor law. The common law doctrines of criminal conspiracy, civil conspiracy, restraint of trade, interference with advantage relations and injunctions, the Sherman Act as applied to labor, the Clayton Act and labor, the Norris-LaGuardia Act, the Wagner Act, the Taft-Hartley Act and the Landrum-Griffin Act.

104. INSURANCE. (3)

A survey of the various types of insurance including life, accident and health, fire, casualty, public liability, inland marine, automobile, bonds, and other miscellaneous coverages with particular emphasis upon their value and applicability to typical business situations.

106. REAL ESTATE. (3)

An examination of principles and practices relating to the ownership, management and transfer of real estate including the various interests in land, quitclaim and warranty deeds, recording statutes, title examination, fixtures, easements, restrictions, liens, leases, mortgages, appraisals, and other rights and duties incidental thereto. (Required for those concentrating in Finance.)

ECONOMICS

Chairman: REV. ROBERT J. McEWEN, S.J.

Professor: DONALD J. WHITE

Associate Professors: REV. ERNEST B. FOLEY, S.J., REV. W. SEAVEY JOYCE, S.J., EDWARD K. SMITH

Assistant Professors: REV. JAMES T. CREAMER, S.J., VINCENT F. DUNFEY, BOGDAN MIECZKOWSKI, REV. JOHN J. MURPHY, S.J., CHARLES J. SCULLY

Instructor: REV. ROBERT J. CHENEY, S.J.

Lecturer: DAPHNE BELL

Teaching Fellows: ERNEST CARLSON, LOUIS ESPOSITO, CHARLES KRONCKE, JAMES McMAHON, JAMES MEEHAN, MONIQUE PAUL, RAYMOND TORTO, FLORIAN WAWRZYNIAK, KARL WESOLOWSKI

1-2. PRINCIPLES OF ECONOMICS. (6)

This course is designed to introduce the students to the basic concepts of economics which are the foundation of all business operation. It analyzes the functioning of the system of private enterprise, former forms of business and labor organizations, and the role of the government. Among the topics considered are the composition and pricing of national output, the nature of the monetary system, the role of monetary and fiscal policies, the performance of the firm under perfect and imperfect competition, and international trade and finance.

21. ECONOMICS OF MONEY AND BANKING. (3)

A survey is made of the theories of the value of money, principles of commercial banking, the role of bank reserves, and the limitations of deposit creation. Attention is given to the historical background of modern monetary and banking developments, the Federal Reserve System, and relations of government to banking. Special consideration will be given to the problems of central bank control of credit and various proposals for financial reform.

51. STATISTICS. (3)

The purpose of this course is to teach the student the basic techniques used in the compilation and calculation of economic statistics, and to equip him with patterns of analysis and interpretation of quantitative data. The following topics are considered: collection and classification of data; tabular and graphic presentation; frequency distribution; measures of central tendency; normal curve; reliability of measures; time series analysis; index numbers; simple correlation. The course involves lectures, problems and laboratory work.

101. INTERMEDIATE ECONOMIC THEORY. (3)

The purpose of this course is to give the serious student of economics a better understanding of the theoretical patterns of analysis of the pricing of commodities and factors of production, of the behavior of firms and households, and of the allocation of resources under a free price system.

104. BUSINESS CYCLES. (3)

A theoretical analysis is made of fluctuations and growth in employment and income. Business cycle experience of the United States since World War I is examined in the light of this analysis.

124. INTERMEDIATE STATISTICAL ANALYSIS. (3)

This course is designed to enable the student to apply basic statistical methods to particular business and economic problems, and to introduce more advanced techniques. Emphasis is placed on student research and on developing skill in designing and testing statistical hypotheses. Topics include moment analysis, probability, sampling, estimation of parameters, tests of hypotheses, multivariate analysis, and time series analysis.

Prerequisite: Ec. 51.

133. HISTORY OF ECONOMIC ANALYSIS. (3)

This course surveys the main trends of Western economic thought from ancient times to Keynes. The economists' ideas will be related to the socio-economic and intellectual background of their times.

140. LABOR ECONOMICS. (3)

After the discussion of the history and present organization of unionism, a detailed study is made of the following topics: union-management cooperation; various theories of wages; economic implications of collective bargaining; and evolution of public policy toward unionism.

151. GOVERNMENT AND BUSINESS. (3)

This course examines intensively the constitutional power and role of the government in protecting, controlling and regulating various aspects of economic activities. This examination will involve a review of the structure and functioning of business enterprises, labor, agriculture, public utilities, transportation, and financial institutions.

159. PAPAL DOCUMENTS OF THE ECONOMIC ORDER. (3)

The course examines economic society and the diverse social relations to which economic life gives rise in the light of Christian teaching on man and society. Specific topics include: Needs of Man, Labor, Ownership of Property, Capital, Exchange, Price, The Market, The Enterprise and Industry, Trade Unions and Management, National and International Economy, and the Economy and the State.

171. FOREIGN TRADE AND FINANCE. (3)

This course surveys the composition, quantity and nature of foreign trade, the role of the government in foreign trade, and theories of international trade. It discusses the structure of such institutions as the General Agreements on Tariffs and Trade and International Monetary Fund. In addition, the following subjects will be studied: balance of international payments; foreign exchange, theory, practice and policy considerations; international capital investments; and international monetary reconstruction.

For additional Elective Courses in Economics, please consult the Bulletin of the College of Arts and Sciences.

FINANCE

Chairman: REV. JOHN J. L. COLLINS, S.J.

Associate Professors: RAYMOND J. AHERNE, CARLO M. FLUMIANI,
WALTER T. GREANEY, JR., LAWRENCE A.
LEONARD

Instructor: EDMOND J. COTTER

21. CORPORATION FINANCE. (3)

A general course which aims to acquaint the student with the problems of acquiring and administering the funds of a modern business. The forms of business organizations; the instruments of corporate finance. The work of the promoter; the several instruments used for obtaining funds; the problems of expansion and reorganization.

51-52. INVESTMENT PRINCIPLES AND ANALYSIS. (6)

Designed to train the investor in the various types of securities, and to acquire judgment in applying the rules of safety, income, and marketability to the purchase of securities. The need for caution with regard to diversification in the management of funds is exemplified by student project portfolio handling. Techniques of critical analysis for the various types of securities are demonstrated.

53. BANKING AND FINANCIAL ADMINISTRATION. (3)

An advanced course in banking designed to acquaint both the customer who uses the facilities of the commercial bank and the prospective officers who will render service to the customers, with the principles, practices, the legal responsibilities and problems of commercial banks.

101-102. FINANCIAL MANAGEMENT OF CORPORATIONS. (6)

This course is designed for advanced work in the management of corporate funds. The principles and techniques of measuring and achieving money needs, and the liquidation of debts are emphasized. Corporate financial problems treated extensively include consideration of working capital, investments and financial budgets.

103. TAXES. (3)

Massachusetts and Federal Income Tax Laws, with applications to individuals, partnerships, fiduciaries and corporations. Problem illustrations demonstrate the technical and the investment implications of the tax laws. Consideration is given to the economic and historical viewpoints. Planned reading assignments are provided, covering law regulations and explanations.

110. INTERNATIONAL FINANCE. (3)

This course describes and analyzes the institutions of international finance, paying particular attention to the international monetary systems, the money markets and capital markets, the nature of the balance of payments, the instruments used in international transactions and foreign exchange problems.

MARKETING

Chairman: GERALD F. PRICE

Associate Professor: JOSEPH D. O'BRIEN

Assistant Professors: JOSEPH E. DEVINE, HENRY P. McDONALD

Lecturer: ERMENEGILDO ALFANO

21. INTRODUCTION TO MARKETING. (3)

The fundamental principles and policies that guide the movement of both industrial and ultimate consumer goods and services are outlined and carefully analyzed. This provides the essentials upon which to build advanced marketing courses.

51. ADVERTISING. (3)

This course gives the student a broad perspective as well as a penetrating awareness of advertising as an instrument for the use of management. Its general objectives are developed by a consideration of the social and economic functions of advertising. How advertising is produced, its challenges, and its opportunities are also treated to establish its practical applications. It teaches students how to solve promotional problems by using an advertising program. Both the possibilities and limitations of advertising, in the creation of demand, are likewise considered. All these are factors which management must study when developing total marketing policy.

53. RETAILING. (3)

This introductory course presents in logical form the basic theories and principles of retail organization and management. It is designed for students who hope to prepare for managerial positions as well as owners and operators. The essential aims are, first, to prepare students for the advanced course in retailing and, second, to round out their knowledge in the total area of marketing. It considers the many management problems involved in the operation of all types of retailing institutions. It provides students with experience in using methods of analysis, in developing capacities to make logical decisions and to take action on the basis of fact arrived at through careful analysis.

55. SALES MANAGEMENT. (3)

An introduction to the principles and problems of the management of the selling function. Topics include the nature of the selling job and of sales management, group leadership, communication, control of personnel and resources, selection of personnel, sales training, organization and evaluation. Both cases and text are used.

101. MARKETING MANAGEMENT. (3)

An administrative approach in the area of marketing management is developed by fitting the subject matter around the principles of planning, organizing, coordinating, and controlling marketing strategy. It treats the main areas of marketing management in which decisions are required. Cases are studied to develop in the student managerial skills in the use of the several tools of business management.

103. MARKETING RESEARCH. (3)

Marketing Research teaches the fundamentals of scientific investigation used in solving marketing problems. Each step is outlined and carefully presented from the initial planning and investigating to the final conclusion and recommendation phase. This procedure requires a working knowledge of both quantitative and qualitative analysis, and seeks to equip students with the correct methodology for solving marketing problems.

104. MARKETING RESEARCH. (3)

The principal aim of this course is to give practical application, by both individual and group effort, to the fundamentals covered in the basic course in research. An existing problem dealing with the application of good research technique is followed through from start to finish to give students a full appreciation of marketing research in action.

PRODUCTION

Chairman: JUSTIN C. CRONIN

Professor: DONALD J. WHITE

Associate Professors: EDGAR F. HUSE, CHARLES H. SAVAGE, ALBERT J. SIMONE

Assistant Professor: FRED WOLOCK

Lecturer: ROBERT J. McDOWELL

21. INTRODUCTION TO PRODUCTION MANAGEMENT. (3)

A basic course in production. Its aim is to relate traditional treatments of production with modern quantitative and behavioral research. It covers the central topics of production control, quality control, wage incentives, motion and time study, inventory control and organization.

51. INDUSTRIAL PROCUREMENT. (3)

The procurement through purchase of the material, supplies and equipment necessary for the conduct of the business unit. Centralization of the purchasing function, purchasing budgets, make or buy, the measurement of purchasing efficiency, and some legal aspects of purchasing.

52. PERSONNEL MANAGEMENT. (3)

The development and retention of an efficient and contented working force. Consideration is given to such topics as the construction and use of occupational descriptions, sources of labor, application forms, interviews, testing, training, introduction to the job, job analysis, classification, evaluation, service rating, wage plans and policies.

57. ELECTRONIC DATA PROCESSING. (3)

An introduction to the theory and methodology of electronic data processing. Emphasis is on concepts of programming rather than proficiency in the art of programming. Description of stored program digital computer with magnetic tape input-output, binary decimal, octal numbering systems; special data processing languages (e.g. FACT, COBOL) describing, analyzing, flow-charting, and programming of a typical business data processing application.

70. PRODUCTION CONTROLS. (3)

The factors of production planning and control, inventory control, methods analysis, work measurement and engineering economy are analyzed and appraised from a subjective rather than a quantitative point of view. The emphasis is upon the description of problems and the evaluation of factors so that the decision-making process based on rational judgment can operate in the production function.

80. BUSINESS FORECASTING. (3)

Application of the statistical tools available for forecasting. Topics covered: simple and multiple linear and nonlinear regression, correlation and time series analysis; application of statistical tests to resulting coefficients; study of logs, diffusion indexes, and exponentially weighted moving average models. Prerequisite: Ec. 51.

104. COLLECTIVE BARGAINING. (3)

Exploration of the dynamic nature of human beings and the dignity of the worker. Attention is given to those factors external to the organization which influence its relations with the workers; federal, state, and local legislation; unions. The techniques of collective bargaining; contracts, the economics of the labor situation.

100-101. HONORS QUANTITATIVE RESEARCH SEMINAR. (6)

Opportunity for a few honors students to work closely with a faculty member on the development and application of mathematical, statistical, and programming techniques to a single research problem. The overall approach is quantitative, involving heavy reliance on the IBM 1620 Computer. Interested students must make specific arrangements with faculty member.

110. OPERATIONS RESEARCH I. (3)

Mainly concerned with the development and application of various probability models to business situations. Topics covered will include Monte Carlo simulation and the queuing theory. Prerequisite: Ec. 51.

Laboratory Fee, \$10.00—1965-1966.

111. OPERATIONS RESEARCH II. (3)

Linear programming models will be applied to problems in the areas of production, marketing, and transportation. Computer programming, employing the FORTRAN language and the utilizing of the 1620 Computer, will be treated as a tool in solving many problems that arise in business situations. Students will write their own computer programs. Prerequisite: Pr. 110.

Laboratory Fee, \$10.00—1965-1966.

BUSINESS PRACTICES**100. ORGANIZATIONAL BEHAVIOR. (3)**

This course addresses itself to the problems of securing cooperative action under varying conditions in formal organizations. Concrete case situations are analyzed in terms of the organizational purpose, people involved, their actions, their relationships and the conflicts that may spring from the differing values they bring to the organizational setting. Special attention will be given to change and innovation and the impact of these upon people associated in the accomplishment of the organizational task.

101. BUSINESS POLICY. (3)

Business Policy covers the fields of policy-making and administration, building upon and integrating the various functional courses studied by the student. The viewpoint is at the level of top management, where company-wide objectives are set and departmental policies and activities are coordinated. Conducted on a case method basis, it covers such areas as (a) sizing up situations; formulating policies and planning programs of action (b) organizing administrative personnel and putting plans into action (c) control (d) day-to-day administrative problems (e) follow-up and appraisal.

This course is taken in place of an elective in one semester in Senior year except for those majoring in Production, who take such a course as part of their regular curriculum. This arrangement does not pertain to students who are in the ROTC program.

110. RESEARCH SEMINAR. (3)

With the approval of the Dean, qualified students will be allowed to work on projects of their choice with selected faculty members.

II. NON-PROFESSIONAL COURSES*

ENGLISH

Chairman: JOHN L. MAHONEY

Professor: REV. JOHN A. O'CALLAGHAN, S.J.

Assistant Professors: PAUL C. DOHERTY, GEORGE F. G. GROB, THOMAS P. HUGHES, RICHARD E. MALANY, JOSEPH M. MCCAFFERTY, DANIEL L. MCCUE, JR., FRANCIS J. McDERMOTT, ROBERT E. REITER, JOHN J. SULLIVAN

Instructor: PAULA M. VADEBONCOEUR

Teaching Fellows: JAMES V. CAROTENUTO, THOMAS E. LUDDY

1-2. PROSE COMPOSITION AND POETRY. (6)

The specific aim of the first semester (En. 1) is to teach correctness, clarity and effectiveness in diction, and in the construction of sentences and paragraphs. This aim will be partly achieved through the reading and analysis of selected essays and short stories, but more especially through the student's own efforts in writing. The specific aim of the second semester (En. 2) is to teach the understanding and appreciation of poetry, and to stimulate the student's own imagination, through examination of texts, classroom discussions, and the composition of critical papers. This course is required of all Freshmen.

21-22. RHETORIC. (6)

This course attempts to realize in the present day a tradition stemming from the *Ratio Studiorum*. Its immediate aim is the understanding and achievement of *eloquentia*, which comprehends effective communication in all its forms; more particularly, the ability to grasp, and to communicate in, the varied prose forms of our time. The chief means to this end are the precepts of composition, style, and erudition, as found in the classics of our language, both prose and poetry; the mastery of these means, which together shape a basic discipline underlying and applicable to all forms of discourse, will be furthered by a study of texts from Aristotle to Jonathan Swift, to the present. This course is required of all Sophomores.

50. ADVANCED STUDIES IN COMMUNICATIONS. (3)

The purpose of this course is to explore in depth problems of communication in business operations in order to develop that understanding and facility of expression required of the modern business executive.

60. THE ART OF THE FILM. (3)

Studies in the origin and development of the art of cinema plus an intensive analysis of selected film classics.

73-74. AMERICAN LITERATURE. (6)

A comprehensive survey of major American authors, from Colonial times to the present.

*For additional elective courses please consult the Arts and Sciences Bulletin.

77-78. THE DRAMATIC WORKS OF SHAKESPEARE. (6)

The historical, intellectual and literary backgrounds of the plays of William Shakespeare, with intensive analysis of the comedies, histories and tragedies.

81-82. SURVEY OF THE NOVEL. (6)

A study of representative novelists and tendencies in the novel from the 18th century to the present day.

To be offered during the next academic year.

83-84. THE IMPACT OF SCIENCE AND TECHNOLOGY ON ENGLISH LITERATURE OF THE 18TH CENTURY. (6)

The central theme is the effect of science and technology on the content and style of literature.

To be offered during the next academic year.

85-86. STUDIES IN BIOGRAPHY, AUTOBIOGRAPHY, AND FICTION. (6)

A study in chronological sequence of books dealing with the more public aspects of the lives of men. A subordinate theme: the comparison and contrast of the non-fictional and fictional treatment of these lives.

To be offered during the next academic year.

HISTORY

Chairman: THOMAS H. O'CONNOR

Professor: REV. MARTIN P. HARNEY, S.J.

Assistant Professor: REV. JOSEPH A. GLAVIN, S.J.

Instructor: JOHN L. HEINEMAN

11. SURVEY OF EUROPEAN HISTORY TO THE RENAISSANCE. (3)

This course is a political and cultural history of Europe from the beginning of the Roman Empire to the Renaissance.

12. SURVEY OF EUROPEAN HISTORY FROM THE RENAISSANCE TO MODERN TIMES. (3)

This course is a continuation of History 11.

MATHEMATICS

Associate Chairman: JOSEPH A. SULLIVAN

Assistant Professors: PAUL T. BANKS, ARCHILLE J. LAFERRIERE,
MAURICE K. WALSH

Teaching Fellows: GERARD F. KIERNAN, RAYMOND M. MURRAY, JR.

3-4. COLLEGE MATHEMATICS. (6)

This course is designed to provide a foundation for the use of mathematics in business courses. Topics covered include the basic operations of algebra in the real number system, linear and quadratic equations and inequalities, analytic geometry, an introduction to matrix algebra and linear programming, and an introduction to calculus. Applications are made to business and economics.

37-38. LINEAR ALGEBRA, CALCULUS. (6)

This course is designed for students in the social and management sciences. Topics covered include matrices, determinants, vector spaces, derivatives with applications to maxima and minima problems, integrals.

MILITARY SCIENCE

Chairman: COLONEL JOHN L. MURPHY, U.S.A.

Instructors: MAJOR DONALD M. WOOD, U.S.A., CAPTAIN FLOYD J. SCHAFER, U.S.A., CAPTAIN JAMES W. CLARK, U.S.A.

MS. I. BASIC COURSE. (4)*

Freshman students attend one hour of classroom instruction and one drill each week during the academic year, holidays excepted. The course includes instruction in school of the soldier and exercise of command, organization of the army, individual weapons and marksmanship, and national security.

M.S. II. BASIC COURSE. (4)*

Sophomore students attend two classroom periods and one drill each week, holidays excepted, during the academic year. Subjects include map and aerial photography study, the United States Army and national security, and an introduction to operations and basic tactics.

MS. III. ADVANCED COURSE. (5)

All MS. III cadets are non-commissioned officers in the brigade. Instruction covers branches of the Army, methods of instruction, leadership and small unit tactics.

During one semester an Advanced Course student is required to attend only two hours of ROTC classroom instruction. Attendance at three hours of classroom instruction is required during the other semester. Attendance at a one hour weekly drill period is required of all cadets.

MS. IV. ADVANCED COURSE. (5)

As cadet officers, students enrolled in Military Science IV serve in command positions within the cadet brigade. Classroom instruction covers United States in world affairs, logistics, operations, military administration, personnel management, leadership and officer indoctrination. Students are selected for branch assignment in the Senior year.

*—*Not applicable to the credits required for a degree.*

MODERN LANGUAGES

Chairman: NORMAND R. CARTIER

Professors: VINCENT A. MCCROSSEN, ERNEST A. SICILIANO

Assistant Professors: JOHN CONWAY, VERA LESS, ROBERT L. SHEEHAN

Instructors: DAGMAR GUTTMANN, J. DAVID SUAREZ

Teaching Fellows: STANLEY GALEK, OLGA KARMATZ, GEORGE KNUETTEL, IVY LYEW, ANNETTE MORANTE, MARY LEE VOLKMER

The language course in the College of Business Administration intends to develop through oral usage a feeling for the right manner of expression in a foreign language. The basis of work is reading material which stresses the oral aspect of the language, supplemented by dictations, free compositions and laboratory work. Students are placed in language courses according to their competence and high school training. Advanced courses in language are taken with advanced language students in the College of Arts and Sciences.

Fr. 1-2. COLLEGE ELEMENTARY FRENCH. (6)

Gr. 1-2. ELEMENTARY GERMAN. (6)

It. 1-2. ELEMENTARY ITALIAN. (6)

Sp. 1-2. ELEMENTARY SPANISH. (6)

Fr. 11-12. INTERMEDIATE FRENCH. (6)

Gr. 11-12. INTERMEDIATE GERMAN. (6)

It. 11-12. INTERMEDIATE ITALIAN. (6)

Sp. 11-12. INTERMEDIATE SPANISH. (6)

PHILOSOPHY

Chairman: REV. FREDERICK J. ADELMANN, S.J.

Professors: REV. JAMES L. DUFFY, S.J., REV. ALEXANDER G. DUNCAN, S.J., REV. ROBERT P. FLANAGAN, S.J., REV. FRANCIS E. LOW, S.J., REV. TIMOTHY J. O'MAHONY, S.J.

Assistant Professors: REV. JOSEPH L. BARRETT, S.J., WILLIAM J. HAGGERTY, JR., REV. JOHN A. HINCHEY, S.J., STUART B. MARTIN, JOSEPH NAVICKAS, REV. JOSEPH F. QUANE, S.J., REV. CHARLES TOOMEY, S.J.,

Instructor: EDWARD MEAGHER

PL. 21. LOGIC AND EPISTEMOLOGY. (3)

Develops precise and logical habits of thinking in the student, based on a study originating from Aristotle and further developed by the scholastics. Principally concerned, in the second part of the course, with the philosophy of human knowledge and certitude. Evaluates man's sense and intellectual knowledge both analytically and historically.

PL. 22. METAPHYSICS, GENERAL AND SPECIAL. (3)

Introduces the student to the metaphysics of reality based on the existential principles of Thomistic philosophy. Studies change both radical and superficial and the various act-potency relations in reality.

PL. 51. PSYCHOLOGY I. (3)

Introduces the student to the methodology of philosophical psychology and considers the nature of life in general and of vegetative and sense life in particular.

PL. 52. PSYCHOLOGY II AND NATURAL THEOLOGY. (3)

Studies the nature of man through his specifically rational operations of intellect and will. Demonstrates the immateriality and immortality of the human soul. Demonstrates, in the second part of the course, God's existence and considers His attributes philosophically.

PL. 53. GENERAL ETHICS. (3)

Examines philosophically the basic factors of human conduct; man's destiny, moral values, ethical obligation, natural law, conscience and natural rights.

PL. 54. SPECIAL ETHICS. (3)

Applies general moral principles to man in his concrete ethical situation. Considers man's duties to God, to himself, and to society. Places special stress on the ethical problems in the field of business, government, labor and management.

SPEECH

Chairman: JOHN H. LAWTON

Associate Professor: MARY T. KINNANE

Assistant Professors: REV. JOSEPH M. LARKIN, S.J., WALTER L. CULLINAN, PAUL MARCOUX

SA. 51. PUBLIC SPEAKING. (3)

Concentration on the effective preparation and delivery of such classical speech types as expository, occasional, persuasive and argumentative addresses. Attention is given to various modes of speaking, including the extemporaneous, impromptu, and manuscript methods. A considerable use is made of recordings so that students may evaluate their own progress.

SA. 53. ORAL INTERPRETATION OF LITERATURE. (3)

The principles and techniques of reading aloud. Emphasis upon the logical and emotional content of various literary forms. Practice in reader's and chamber theatre techniques.

SA. 55. PRINCIPLES OF THEATRE ARTS. (3)

A study of the basic principles of dramatic writing and of the evolution of these principles in the history of the Western theatre.

SA. 56. DIRECTING THE SCHOOL PLAY. (3)

This course is concerned with the several aspects of dramatic production, including the selection of dramas and the directing and staging of such plays. Attention is given to the production of period dramas.

SA. 107. VOICE SCIENCE AND PHONETICS. (3)

A study of the mechanisms for speech and hearing. Students are also introduced to the International Phonetic system and have experiences in phonetic transcription.

SA. 108. INTRODUCTION TO SPEECH CORRECTION. (3)

In this course students become familiar with the more common speech handicaps and their causes. Course is designed to meet the needs of youth workers, teachers and other specialists who work with young people.

THEOLOGY

Chairman: REV. JAMES J. CASEY, S.J.

Professors: REV. WILLIAM A. DONAGHY, S.J., REV. EDWARD T. DOUGLAS, S.J., REV. MAURICE V. DULLEA, S.J., REV. EDWARD L. MURPHY, S.J., REV. JOSEPH E. SHEA, S.J.

Associate Professor: REV. DANIEL J. SAUNDERS, S.J.

Assistant Professors: REV. JOSEPH P. CAREW, S.J., REV. DAVID F. CARROLL, S.J., REV. JOSEPH J. CONNORS, S.J., REV. DAVID R. CUMMISKEY, S.J., REV. PAUL A. CURTIN, S.J., REV. MILES L. FAY, S.J., REV. PAUL J. MURPHY, S.J., REV. LEO P. O'KEEFE, S.J., REV. CHARLES J. REARDON, S.J., REV. GREGORY R. ROY, S.J., REV. LEO A. SHEA, S.J., REV. FELIX F. TALBOT, S.J., REV. RICHARD L. TWOMEY, S.J.

Instructors: REV. ROBERT T. FERRICK, S.J., REV. DANIEL J. FOLEY, S.J., REV. JOHN P. MCNAMARA, S.J.

Lecturers: REV. PASQUALE J. BARLETTA, REV. GERALD L. BUCKE

TH. 1. OLD TESTAMENT. (2)

This course is a study of selected parts of the Old Testament, which present the turning points of Israel's history, with special emphasis on three main currents of Hebrew thought; monotheism, morality and messianism. It includes a consideration of the principles governing the study of scriptural inspiration and revelation.

TH. 2. THE FOUR GOSPELS. (2)

This course is an historical and theological study of the life of Christ and His divinity, as presented in the four Gospels.

TH. 21. THE CHURCH IN THE NEW TESTAMENT. (2)

This course is an historical study of the origin and growth of the Church, the instrument of divine tradition, as presented in the Acts of the Apostles and selected Epistles of St. Paul.

TH. 22. THE INNER LIFE OF THE CHURCH. (2)

This course is a study of the Church as the Mystical Body of Christ; supernatural faith; the Holy Trinity.

TH. 41. DOGMATIC THEOLOGY I. (2)

A study of God the creator; divine providence; man and his destiny; original sin; and Jesus Christ, God and man.

TH. 42. DOGMATIC THEOLOGY II. (2)

A study of Jesus Christ, priest and redeemer; Mary, Mother of God; sanctifying grace and actual grace; and the supernatural virtues.

TH. 101-102. SACRAMENTS I AND II. (H). (4)

This course is a study of the sacramental system; the sacraments of Baptism, Confirmation and Orders; sin and repentance; the sacraments of Penance and Extreme Unction; Christian marriage; the sacrament of the Eucharist; the Eucharist as a Sacrifice; death and judgment; eternal punishment; Heaven, the Church Triumphant.

TH. 111. THE DEAD SEA SCROLLS. (3)

This course will treat of the discovery, identification, and dating of the Qumran literature and its contents. It will discuss the excavations of the Khirbet Qumran. The Qumran Covenanters, and the Essenes. It will examine Essene beliefs and practices, the Teacher of Righteousness. Finally, it will compare and contrast Essenism, Judaism, and Christianity.

TH. 116. MODERN PROBLEMS IN THEOLOGY. (3)

A seminar which explores the relationship of theology to modern politics, art, literature, science, sociology and church-state problems. The weekly meeting is directed by a Jesuit theologian who is also an expert in the field under discussion.

Open only to Seniors.

TH. 121. GREAT BOOKS OF CHRISTIAN THEOLOGY. (3)

This course will focus on some of the major and most representative works in theology from the Apostolic age until modern times. To qualify as a "great book," a work must have achieved permanence, not only because of its originality and importance in its own way, but also because of its continuing relevance. Works will also be selected with a view to variety and balance. Thus, the student will go to the source of the best theological thinking throughout the Christian centuries which has contributed such a significant element to the Western culture to which he is heir and in which he lives.

TH. 151. MORALITY AND THE MODERN BUSINESS WORLD. (3)

After a consideration of the sources of morality and ethical-moral systems, this course will investigate the morality of individualism, capitalism, and socialism (the environment of business decision); the areas of social conflict such as personnel administration, management-union relationships; the problems of competition, advertising and selling, pricing; the contributions of the Churches to business morality; business-government relations; social justice and charity.

Open only to Seniors.

TH. 165. A HISTORY OF CHRISTIAN WORSHIP. (3)

This course will review the development of both private and social prayer among Christians, pointing out its antecedents in the prayer of the Old Testament, its origins in the precepts and example of Christ, and its growth from apostolic times. Subjects for discussion will include psalmody, acclamations and invocations, hymns, creeds, litanies, the contents of the liturgical books (with special reference to the Divine Office), the Christian Year, the Sacraments, blessings and consecrations, devotions to Our Lady and the Saints, and meditation, according to the various schools of spirituality.

ADDITIONAL COURSES AVAILABLE

In addition to the courses listed above, a great many courses offered in the College of Arts and Sciences are available to the students in the College of Business Administration as electives. Included are courses in the physical sciences as well as in the arts and social sciences. Business students must take six, and may take up to fifteen credits, in non-professional subjects, *over and above* those that are prescribed.

GRADUATE PROGRAM IN BUSINESS ADMINISTRATION

Information regarding this program can be obtained from the Graduate School of Business Administration, Boston College, Chestnut Hill, Massachusetts 02167.

GRADUATE PROGRAM IN ECONOMICS

Information regarding this program, related assistantships and teaching fellowships can be obtained from the Graduate School of Arts and Sciences, Boston College, Chestnut Hill, Massachusetts 02167.

Programs leading both to the Master's degree and the Doctorate in Economics are offered.

COMMUNITY AND RESEARCH SERVICES

BUREAU OF BUSINESS RESEARCH

The Bureau of Business Research, established in 1955, offers university research facilities to both the faculty and the local business community. Its purpose is to explore, design and execute significant research on business problems. It works with business and governmental establishments on problems of marketing, plant location, industry analyses, economic development, transportation, and wage and salary administration.

In its operations, the Bureau cooperates with faculty members in carrying out contract research. It also carries on an independent program of research. In both programs student assistants are used where possible.

PUBLIC AFFAIRS BUREAU

The Bureau founded in 1957, provides research and informational services for the Boston College Citizens' Seminars.

The Seminars, which for the past seven years have explored and studied the problems of the Boston Metropolitan Area, have involved wide participation and discussion on the part of business, labor and government leaders in the community.

The Seminars have silhouetted many urban problems which require further research. The Bureau, set up with the assistance of a grant from the Ford Foundation matched by individuals and business firms in the Boston area, is currently engaged in studies which include examination of the area's transportation system and related problems. The Seminars have consistently demonstrated that urban transportation is the most challenging problem facing Boston and other Metropolitan communities. Other problems to be analyzed will include the rehabilitation of housing and clearing slums.

BOSTON CITIZENS SEMINARS

Now in their 11th year, these seminars bring together the leading civic, business, educational and religious members of the metropolitan community to explore and discuss common problems. Attendance is by invitation.

THE SCHOOL OF EDUCATION



CHESTNUT HILL, MASSACHUSETTS 02167

THE SCHOOL OF EDUCATION

CAMPION HALL

The School of Education was opened in September, 1952, as the first coeducational undergraduate college on the Chestnut Hill campus. During its first three years it was located in Gasson Hall. In October, 1954, under the presidency of the Very Reverend Joseph R. N. Maxwell, S.J., ground was broken for a School of Education building, and in September, 1955, classes opened in Campion Hall. Equipped with a curriculum library, audio-visual center, gymnasium for the women's physical education program, an art room and other features appropriate for a teacher-education building, Campion Hall is named for a sixteenth century Jesuit scholar and martyr, Blessed Edmund Campion.

OBJECTIVE

As a unit of the university, the Boston College School of Education is devoted to the general spiritual and intellectual goals of a Catholic and Jesuit university, as stated above. Its specific purpose, to be achieved in a manner consonant with the broader university goals, is to prepare young men and women for the teaching profession. Over sixty percent of the curriculum is devoted to traditional liberal arts subjects. From courses in Literature, Science, History, Art and Music, Philosophy and Theology, the student should acquire a breadth of vision which will enable him to see his own role in the light of moral, social and cultural, as well as professional perspectives.

Balancing this program of liberal arts studies, the School of Education offers a four-year professional curriculum in teacher education, which includes at each level suitable off-campus experiences in observing, working with and finally teaching children in informal and formal school situations. The culmination of the professional curriculum is the ten weeks of student teaching which each senior does in a public elementary or secondary school.

ELEMENTARY EDUCATION

No field of teaching demands more particular professional preparation or a wider range of ability than the elementary school. The exacting nature as well as the important influence of teaching at this level has led progressive communities to introduce salary schedules that make no distinction between secondary and elementary school teaching. More men than ever before are entering the upper elementary grades and are finding the work satisfying.

The elementary school teacher is a "generalist," covering a wide variety of subject matter and school activities. For young men and women who are interested in the challenging area of child development, the School of Education offers a balanced program in elementary education.

Special preparation is needed for those who teach mentally retarded children. Students wishing to make a contribution to this important area of education have available in the School of Education a major which meets the legal certification requirements for this field.

A major in Speech is available to students preparing to be Elementary school teachers.

SECONDARY EDUCATION

Teachers in today's secondary schools are more than subject matter specialists. It is true they must be masters of a particular field of knowledge, but they must also be able to help youth meet the problems of adolescence. Legal and social pressures keep more boys and girls in high school today than ever before, and this means that secondary schools must provide for an ever wider range of ability, background and interest. High school is the last formal education for the vast majority of Americans, and hence the responsibility of transmitting our culture and ideals rests largely with the high school teacher.

The School of Education prepares students for junior and senior high school teaching in the following fields: English, Modern Language, Classics, Social Studies, Mathematics, Biology, Chemistry, Physics, and Speech-English.

The curricula in the School of Education, in both Elementary and Secondary Education, lead to the degree of Bachelor of Science.

HONORS PROGRAM*

Honors Program: Outstanding students are invited to participate in a three-year honors program, which consists of a six-credit honors seminar each year. The Sophomore honors seminar focuses on great documents in the history of educational theory. The Junior honors seminar is devoted to one of the humanistic disciplines. The unique feature of the School of Education honors program is that Seniors who have completed the Sophomore and Junior seminars, act as tutors to Sophomore honors students and join the professor of the Sophomore Seminar, acting as discussion leaders and teachers in the course.

The purpose of the honors program in the School of Education is the same as that of honors programs generally, namely, to provide an educational experience that is appropriate to the imaginative and intellectually gifted student. The honors seminars differ from other courses not so much quantitatively in the amount of reading assigned or number of papers required but rather qualitatively in terms of demands placed upon the intelligence, initiative, and academic resourcefulness of the student in reading, reflecting, discussing, and doing research at a higher level than is required of most college students.

* During the year 1964-1965 a Faculty Committee will propose a new Honors Curriculum to become effective in 1965.

THE SCHOOL OF EDUCATION

ADMINISTRATIVE OFFICERS

REV. CHARLES F. DONOVAN, S.J., Ph.D., *Dean*

VINCENT C. NUCCIO, D.Ed., *Associate Dean and
Chairman of the Department of Education*

REV. ROBERT F. HOEY, S.J., A.M., *Assistant Dean*

MARY T. KINNANE, Ph.D., *Dean of Women*

RAYMOND J. MARTIN, Ph.D., *Director of Student Teaching*

ALEXANDER A. SCHNEIDERS, Ph.D., *Director of Guidance*

ELIZABETH A. STRAIN, M.Ed., *Registrar*

REV. FRANCIS X. WEISER, S.J., Ph.D., *Spiritual Counselor*

REV. WILLIAM E. FITZGERALD, S.J., Ph.D., *Director of Honors Program*

CATHERINE M. DOWNEY, D.Ed., *Coordinator of Elementary Education*

JOHN R. EICHORN, D.Ed., *Coordinator of Special Education*

WILLIAM M. GRIFFIN, D.Ed., *Coordinator of Secondary Education*

FEATURES OF EDUCATION AT BOSTON COLLEGE

SPIRITUAL TRAINING

The spiritual training at Boston College consists first of all in the Catholic atmosphere which surrounds and permeates the College's life.

It also takes the form of instruction given during class periods as an integral part of the curriculum. The College believes that theological truths are definite and certain and may be studied and taught as scientifically as other branches of human knowledge. These courses are conducted as are other courses, with lectures, class recitations and discussions, repetitions and examinations. The subject matter is so arranged that during four years the student covers the entire cycle of Catholic dogmatic, spiritual and moral teachings.

This instruction is supported by various religious activities and practices which may be classed as extra-curricular. Several priests of the faculty are appointed as full-time student counselors, to advise students not only in matters which pertain to their well-being, but also with regard to studies and personal matters. Other priests are available at all times for the same purposes.

During the school year week-end retreats are conducted on campus for those who wish to avail themselves of these opportunities. In the Spring an annual retreat is conducted for all Catholic students who have not made one of the week-end retreats.

THE LIBRARIES

The Bapst Library, the central library of the University, is open to all students. It contains more than 330,326 volumes.

On the first floor of Devlin Hall is located the joint Science Library, comprising books and periodicals pertaining to Biology, Chemistry, Physics and Mathematics.

The Business Administration Library, containing standard works in all phases of business activity, is located in Fulton Hall, the College of Business Administration.

The curriculum Library is located on the third floor of Campion Hall, the School of Education building. It contains kindergarten, elementary and secondary school text books, encyclopedias and maps, as well as sample tests in all fields, equipment for individual testing, pamphlets from the United States Office of Education and other sources, state and municipal curricula and courses of study from school systems in many of the fifty states. There are over 2,000 bound volumes in this collection, in addition to other materials. The function of the Curriculum Library is to give students a first-hand acquaintance with curriculum materials currently used in public and parochial school systems, and to furnish both

aspiring teachers and in-service teachers with ideas and inspiration for better teaching.

ROTC UNIT

Boston College has an ROTC Unit for training future officers in the United States Army. A four-year course of instruction is provided and, having fulfilled all requirements for an academic degree, a student is commissioned a Second Lieutenant, United States Army Reserve. Specially selected students will be given the opportunity to accept a commission in the Regular Army.

EDUCATION OF VETERANS

Boston College is approved by the Federal Government for the education and training of veterans under the various veterans' laws.

All veterans who are eligible for training under Public Law 550 are advised to consult the Director of Admissions regarding the final vocational objective and degree desired before applying for benefits under this law. Veterans of the Korean War are personally responsible for all tuition and fees.

EDUCATIONAL GUIDANCE AND COUNSELING

As part of their orientation to college, all Freshmen in the School of Education take a battery of tests, the results of which, along with other background data and information on academic progress, are given to their advisers, who are assigned to all Freshmen students. The advisers, who are members of the School of Education faculty, meet with students in small groups and in private interviews at stated times during each semester and are available for consultation on academic and other problems throughout the year. A professional psychologist is available in the School of Education Guidance Office.

VOCATIONAL GUIDANCE AND PLACEMENT

The Placement Bureau offers assistance to students and graduates in solving the problem of employment both during their college course and afterwards. A special division of the Placement Bureau, with its own director, is devoted to teacher placement.

MILITARY CONTACT ADVISORY BOARD

A board of advisors has been set up at Boston College in order to provide information and direction on matters connected with military service. This board consists of lay faculty members who are either veterans or members of reserve units in the various branches of the service. Through this board, students are able to receive most recently released information regarding opportunities in the service and are able to receive advice on any matters connected with selective service or enlistment.

STUDENT HEALTH SERVICE

A registered nurse is in attendance to provide for medical attention in case of sickness or accident and to supervise hospitalization when it is necessary. The First Aid Room is open to the students throughout every class day.

STUDENT INSURANCE PROGRAM

There is a compulsory student accident insurance program covering all accidents on or off campus. A sickness and hospital insurance, in addition to the accident insurance, is required of all students residing in the Boston College dormitories or living off campus with boarding privileges at Boston College. Sickness and hospital insurance is available to other students.

ACADEMIC REGULATIONS

Regulations regarding grades, dean's list, failure, dismissal, attendance at class, absence from examinations, and eligibility for participation in sports, major activities, and to run for class office are published in a Student's Handbook.

AWARDS

The following awards are made annually at Commencement:

GENERAL EXCELLENCE MEDAL

A gold medal, gift of Boston College, for general excellence in all courses of study during four years in the School of Education, to be granted to a student qualifying for a Teacher's Certificate.

THEOLOGY MEDAL

A gold medal, gift of Boston College, for excellence in all courses of Theology during four years.

PHILOSOPHY MEDAL

A gold medal, gift of Boston College, for excellence in all courses of Philosophy during three years.

THE BLESSED EDMUND CAMPION AWARD

A gold medal for excellence in an academic major.

THE BLESSED RICHARD GWYN AWARD

A gold medal awarded annually to a member of the senior class for outstanding promise as a secondary school teacher.

THE DR. MARIE M. GEARAN MEDAL

A gold medal, donated by the Student Senate of the School of Education in honor of Dr. Marie M. Gearan, member of the originating faculty and first Director of Student Teaching in the School of Education, awarded annually to a member of the senior class outstanding for academic achievement, campus leadership, and distinguished success as a student teacher.

THE MR. AND MRS. VINCENT P. ROBERTS AWARD

A gold medal awarded annually to a member of the senior class who is distinguished for loyalty to the ideals and purposes of the School of Education.

THE REVEREND HENRY P. WENNERBERG, S.J. AWARD

A gold medal, donated by the Student Senate of the School of Education in honor of Reverend Henry P. Wennerberg, S.J., the first Spiritual Counselor in the School of Education, awarded annually to a member of the senior class outstanding for participation and leadership in school and campus activities.

THE HOLY SPIRIT AWARD

A gold medal, donated by His Excellency, Most Reverend John J. Wright, Bishop of Pittsburgh, presented to that senior in the School of Education who gives the most encouraging evidence of understanding that teaching is a vocation from God Himself, and who plans his career in accordance with this spiritual sense of vocation, giving evidence of an authentic love for things of intellect.

THE MRS. VINCENT P. ROBERTS AWARD

The Mrs. Vincent P. Roberts Award, a one-hundred dollar award donated annually by Mrs. Vincent P. Roberts to an undergraduate woman in the school of Education who is outstanding in ability, achievement, and promise.

THE STUDENT SENATE AWARD

The Student Senate Award, a one-hundred dollars award donated annually by the Student Senate to an undergraduate man in the School of Education who is outstanding in ability, achievement, and promise.

THE SCHOLARSHIP FUND

The Scholarship Fund Award of \$400, presented annually at commencement by the Boston College Lay Faculty Club to defray the expenses of study at some graduate or professional school is based on the recipient's scholarship, character, extra curricular activity, and promise of enduring school loyalty.

THE FULTON GOLD MEDAL

The Fulton Gold Medal, the gift of Mrs. Vincent P. Roberts in memory of her father, is awarded annually to the outstanding Junior or Senior debater in the Fulton Prize Debate.

THE GARGAN MEDAL

The Gargan Medal, founded in memory of Thomas J. Gargan, is awarded annually to the Freshman or Sophomore member who has contributed most effectively to the Boston College Debating Society during the year.

THE LEONARD AWARD

One fifth of the year's net income on approximately twenty-thousand dollars is awarded annually through the Reverend John F. Leonard Trust to the winner of the Leonard Oratorical Contest. This contest is open to all students in the undergraduate courses at Boston College.

THE DENIS H. TULLY AWARD

The Denis Tully Award, the income on \$2,000, founded by the will of the late Denis H. Tully, is awarded to a student from either the College of Arts and Sciences, the College of Business Administration, or the School of Education, for the best paper on a theological subject.

STUDENTS' ORGANIZATIONS

1. *Organizations Representing the Student Body:*

THE CAMPUS COUNCIL, composed of two representatives from each of the Student Senates, acts for the united student bodies of the campus undergraduate day colleges.

THE STUDENT SENATE OF THE SCHOOL OF EDUCATION serves as the liaison organization between the students and the administration of the School of Education, is the responsible voice of student opinion, and organizes and cooperates in the execution of social and academic functions that involve the whole student body of the School.

THE DEAN OF WOMEN'S COUNCIL OF THE SCHOOL OF EDUCATION is elected to advise and cooperate with the Dean of Women in matters pertaining to the welfare of women students in the School of Education.

2. *Devotional Societies:*

THE LEAGUE OF THE SACRED HEART and the APOSTLESHIP OF PRAYER are organizations whose aim is to keep alive in the students devotion to the Sacred Heart of Our Lord. The activities of the League center around the day which is especially dedicated to the Sacred Heart, the First Friday of every month.

THE SODALITY OF THE IMMACULATE CONCEPTION is the leading spiritual organization in every Jesuit College and is composed of those men students who seek, under the patronage of Our Lady, personal sanctification and active participation in the work of Catholic Action.

THE SODALITY OF THE BLESSED VIRGIN MARY ASSUMED INTO HEAVEN is composed of women sodalists who are students in the School of Education.

3. *Honor Societies:*

ALPHA SIGMA NU. A chapter of this national honor fraternity for male students of Jesuit colleges and universities was established at Boston College in 1939. Candidates for membership, chosen during their Junior year, must be outstanding in scholarship, loyalty and service of the College.

THE ALPHA AND OMEGA HONOR SOCIETY is open to Juniors in the School of Education who have for five semesters maintained an average of at least B and who have demonstrated outstanding qualities of character and leadership in college activities. Qualifications of candidates are judged by a committee of faculty and Senior Alpha and Omega members.

4. *Activities Especially Associated with the School of Education:*

BOSTON COLLEGE CHAPTER OF THE COUNCIL FOR EXCEPTIONAL CHILDREN, open to students majoring in Education of the Mentally Retarded.

THE WOMEN'S RECREATION ASSOCIATION, open to all women students of the School of Education, sponsors a program of athletic and recreational activities on and off campus.

5. *Other Undergraduate Activities of Interest to the Students of the School of Education are:*

The Bellarmine Law and Government Academy.

The Business Club.

The Classics Academy.

The Dramatic Society.

The Economics Academy.

The French, German and Italian Academies.

The Fulton Debating Society.

The Gold Key Society. (This group of male students serves as a reception committee for visiting athletic teams and at other school functions.)

Music Clubs.:

Band.

University Chorale.

The Blessed Oliver Plunkett Society.

The Philosophy Club.

The Psychology Club.

The Radio Club.

The Ricci Mathematics Academy.

The Rod and Gun Club.

The Sociology Academy.

The World Relations League.

6. *The following student publications are of interest to students in the School of Education:*

THE BOSTON COLLEGE HEIGHTS, founded in 1919, is the official news organ of the College. It is a weekly newspaper written and published by the students for the purpose of publicizing the activities of the college. It also serves as a bond between the undergraduate body and the alumni.

THE BOSTON COLLEGE STYLUS is published from November to May by undergraduate students. Its aim is to cultivate and maintain literary excellence among the students by stimulating interest in writing for publication.

THE SUB TURRI is the annual publication of the Seniors of the College. It is a pictorial chronicle of the activities of the class during the four years of its undergraduate life.

Several departments of the University also sponsor specialized student publications.

7. INTRAMURAL ATHLETICS. The program of Intramural Athletics for men, conducted by a staff of experienced directors, serves in development of the student by providing opportunities to engage in basketball, touch-football, tennis, volleyball, softball, boxing and track.

ADMISSIONS

ENTRANCE REQUIREMENTS

Application for admission to Boston College must be filed with the Director of Admissions early in the final year of the applicant's secondary school studies. The candidates should request from the Director of Admissions a regular application form and follow carefully the directions given on the application.

All school records must come directly from the Office of the Principal to the Director of Admissions. No record will be accepted as official otherwise. The Committee on Admissions will consider the character, personality and health of each applicant and those who are judged to show promise of success in scholarly attainments will be declared eligible for admission.

The applicant's field of specialization will in part be determined by the high school preparation. The Director of Admissions is always glad to consult with the principal, guidance director or student regarding the course of studies. Personal interviews will be arranged. All applications will be carefully examined and all candidates may be assured of personal consideration.

The prerequisite courses for the degree are as follows:

BACHELOR OF SCIENCE

English 4

Algebra 2 and Geometry 1

Foreign Language 2

Other standard courses

Applicants intending to major in science or mathematics must take additional courses in algebra and trigonometry.

METHODS OF ADMISSION

All candidates for admission to the School of Education must complete the Scholastic Aptitude Test in the December or January series and the three Achievement Tests in the December or January series. Candidates are urged to take the Scholastic Aptitude Test in December and the three Achievement Tests in the January series. All candidates will take the following Achievement Tests:

ENGLISH, MATHEMATICS, AND FOREIGN LANGUAGE. All candidates will take Mathematics Achievement Test, Level I, unless they have been specifically prepared by their high schools to take the Mathematics Achievement Test, Level II. Candidates are notified of acceptance or rejection approximately ten weeks after the Scholastic Aptitude Test has been taken provided the applications are on file by January 1.

Application forms and information bulletins for the Scholastic Aptitude Test and three Achievement Tests, may be obtained from the high school or by writing to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey, or Box 1025, Berkeley, California. Late applicants will be given particular directions regarding entrance examinations by the Director of Admissions.

All candidates, in addition, must file a regular application for admission to Boston College and should follow the directions on the application carefully and promptly. Application forms and information bulletins may be obtained from the Office of the Director of Admissions, Boston College, Chestnut Hill, Massachusetts 02167.

SCHOLARSHIPS

All scholarship candidates must present "B" grades in all courses and must take the Scholastic Aptitude Test in the December or January series and the three Achievement Tests mentioned above in the December or January series. These tests are administered by the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey, or Box 1025, Berkeley, California. Applications for scholarships are sent to the candidates after receipt of the application for admission. The Parents' Confidential Statement is also required of all scholarship candidates. Evidence of financial need is presented by submitting the Parents' Confidential Statement issued by the College Scholarship Service, P.O. Box 176, Princeton, New Jersey or Box 1025, Berkeley, California.

All scholarship-aid grants are made on the basis of scholastic achievement and financial need. Although all scholarship aid is granted for four consecutive years, the renewal of this aid year by year is contingent on the continuance of financial need and superior academic performance. Announcement of scholarship-aid awards is made before April 20.

There are one hundred and fifty Boston College Presidential Scholarships awarded each year to students showing outstanding academic ability, character, and leadership. Approximately two hundred partial scholarships and tuition grants are also awarded and continue for four consecutive years if academic requirements are maintained. The General Motors Scholarship to Boston College with a maximum grant of \$2,000 per year is awarded each year. All scholarship grants are awarded on the basis of scholastic achievement and financial need and range from \$100 to \$2,000 per year. The total value of Boston College scholarships for Freshmen each year exceeds \$300,000.

Students may arrange for loans under the terms of the National Defense Education Act. For information on scholarships, write to Chairman, Scholarship Committee, Boston College, Chestnut Hill, Massachusetts 02167. Students, school officials, or parents are invited to make preliminary inquiries.

ADMISSION TO ADVANCED STANDING

Candidates for admission to Boston College School of Education from another college of approved standing should apply in writing to the Director of Admissions, Boston College, Chestnut Hill, Massachusetts 02167.

The candidate for admission with advanced standing must present the following:

1. The requirements for admission to the Freshman class. The results of any completed College Board Tests must be sent directly from the College Entrance Examination Board, P. O. Box 592, Princeton, New Jersey or Box 1025, Berkeley, California.
2. A regular application for admission to the Boston College School of Education.
3. An official transcript of all college courses and a statement of honorable dismissal. Only those students will be considered for transfer who have received a "B" grade in all courses. Only those courses will be accepted in transfer which are equivalent to courses offered at Boston College.
4. Request the Dean of the former college to write a letter of recommendation.
5. A catalogue of the college from which the candidate is transferring. Applications and transcripts will not be accepted unless received directly by mail from schools and colleges previously attended.
6. The formal application and official transcript must be on file no later than June 20th.

After an appraisal of the college record, the candidate will be informed of the terms of acceptance and credits allowed in transfer. Transfer students are admitted only in September at the beginning of the academic year. A very limited number of students are accepted in transfer. Transfer students must complete at least three years in residence to qualify for a Boston College degree from the School of Education.

REGISTRATION

Information concerning the procedure to be followed in registering will be issued in advance from the Registrar's office. These directions should be followed carefully.

Any student not present for the formal opening of classes should know that this absence will be counted among the limited absences which are allowed before a deficiency is incurred.

A fee of \$10.00 will be assessed for late registration.

DORMITORY ACCOMMODATIONS

There are fourteen dormitories for men on the campus: Cardinal O'Connell Hall, Cheverus Hall, Claver Hall, Fenwick Hall, Fitzpatrick Hall, Gonzaga Hall, Kostka Hall, Loyola Hall, Roncalli Hall, Southwell Hall, Shaw House, Xavier Hall, Welch Hall, and Williams Hall. The fee for board and room is \$950.00 for the academic year. This fee also includes health, mail, and linen service charges. Student dormitories are under the supervision of the Director of Resident Students who assigns all students to rooms.

Living facilities are also available in a number of approved private residences in the vicinity of Boston College.

Address requests for dormitory and
other boarding accommodations for
men students to:
Director of Resident Students
Boston College
Chestnut Hill, Massachusetts 02167

Boston College has no dormitory accommodations for women students. However, the Director of Women's Housing aids parents in the selection of suitable residences for women students near the campus. Inquiries should be addressed to:

Women's Housing
Boston College, McElroy Commons
Chestnut Hill,
Massachusetts 02167

All students must file with the Registrar both their permanent and temporary address.

TUITION AND FEES

The payment of Tuition and of Science and Registration Fees is to be made by check or Postal Money Order and mailed to the Treasurer's Office, Boston College, Chestnut Hill, Mass. 02167.

Tuition is to be paid semi-annually.

Fees are payable at the beginning of each semester.

- (1) First Semester Tuition and Fees are due before registration in September.

Tuition: \$600. (September, 1965 Tuition: \$700.)

Registration Fee: for Freshmen and new students, \$10.

Total: For Upper Classmen—\$600 plus Fees. (September, 1965—\$700 plus Fees.)

For Freshmen and new students—\$610 plus Fees.

(September, 1965—\$710 plus Fees.)

- (2) Second Semester Tuition and Fees are due before registration in January.

Tuition: \$600 plus Second Semester Fees.

Holders of scholarships are not exempt from the payment of Registration, Acceptance Deposit, Insurance, and fees at the time prescribed.

If a student does not enter the year the Acceptance Deposit is paid, this Deposit is not applicable to any future year.

Students who are in arrears in payment at the end of either semester will be held out of one examination. This examination will be considered as an Absentee Examination for which there is a \$10.00 charge.

SUMMARY OF ANNUAL EXPENSE REQUIREMENTS

Application Fee (not refundable)	\$ 10.00
Acceptance Deposit (not refundable but applicable to First Semester Tuition)	100.00
Registration for new students (not refundable)	10.00
Late Registration—additional	10.00
* Tuition—payable semi-annually	1,200.00
Student Accident Insurance—required	men students 7.50
.....	women students 5.00
Student Sickness Insurance (optional for non-resident students)	12.00
* (September, 1965 Tuition \$1,400)	

SPECIAL FEES

Absentee Examination	\$ 10.00
Art Material Fee (For Juniors in Elementary Education only)	3.00
Biology Laboratory Fee—per semester	25.00
Change of Course	10.00
Change of Individual Subject	5.00
Chemistry Laboratory Fee—per semester	25.00
Extra Course—per semester hour credit	40.00
Graduation Fee	10.00
Language Laboratory Fee—per semester	5.00
Physics Laboratory Fee—per semester	25.00
** Special Students—per semester hour credit	40.00
Student Identification Card (Freshmen Only)	2.00
Test and Measurement Fee	4.00
† Transcripts	1.00

† No transcripts will be sent from the Registrar's office during the periods of semester examinations and registration.

** September, 1965 per semester hour credit \$50.00.

The laboratory fee covers rentals of locker and apparatus, use of gas, water, electricity, chemicals and equipment, and the many incidental expenses of conducting a laboratory course.

The Trustees of the College reserve the right to change tuition and other fees whenever such action is deemed necessary.

WITHDRAWALS AND REFUNDS

Fees are not refundable.

Tuition is refundable subject to the following conditions:

- a. NOTICE OF WITHDRAWAL MUST BE MADE IN WRITING AND DIRECTED TO:

Registrar
School of Education
Campion Hall, Boston College
Chestnut Hill, Massachusetts 02167

- b. The date of receipt of withdrawal notice will determine the amount of the tuition refund.

If formal notice of withdrawal is received within two weeks of first classes a refund of 80% of tuition is made.

If formal notice of withdrawal is received within three weeks of first classes a refund of 60% of tuition is made.

If formal notice of withdrawal is received within four weeks of first classes a refund of 40 % of tuition is made.

If formal notice of withdrawal is received within five weeks of first classes a refund of 20% is made.

No refunds are allowed after the fifth week of classes.

If the student does not elect to leave the resulting cash credit balance to his account, for subsequent use, he should notify the Treasurer in writing to rebate the cash balance on his account.

PAYMENT OF BILLS

Payment of Tuition, Science and Registration Fee is to be made by check or Postal Money Order. These checks must be made out for the proper amount, made payable to Boston College—School of Education and sent to the Treasurer's Office, Boston College, Chestnut Hill, Mass. 02167.

MONTHLY PAYMENTS

We are glad to offer the convenient TUITION PLAN for those parents who prefer to pay tuition and other fees in equal monthly installments. The following plans are available at the cost indicated.

One Year Plan	(8 payments)—4% more than Cash Price
Two Year Plan	(30 payments)—5% more than Cash Price
Three Year Plan	(30 payments)—6% more than Cash Price
Four Year Plan	(40 payments)—6% more than Cash Price

The 2, 3, and 4 year plans include Parent Life Insurance for qualified parents. This insurance coverage provides funds for the cost of the remaining period of schooling covered by the contract, if the parent who has signed the contract dies. A descriptive pamphlet will be sent upon request.

The Tuition Plan is optional and is offered solely as a convenience. Additional information on this monthly payment plan and other loan plans available to students may be obtained at the Student Loan Office, Office of the Treasurer, Gasson Hall. Arrangements should be made as far in advance of Registration as possible.

Business with the Treasurer's Office will be transacted during office hours:

Daily 9:00 A.M. to 4:00 P.M.

CURRICULUM FOR BACHELOR OF SCIENCE

FRESHMAN YEAR

PROGRAM FOR ELEMENTARY EDUCATION

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
English Literature and Composition	4	English Literature and Composition	4
History of Western Civilization	3	History of Western Civilization	3
Fine Arts: Visual Arts	2	Fine Arts: Visual Arts	2
Speech	2		
Mathematics	3	Mathematics	3
or		or	
Modern Language	3	Modern Language	3
History of Education	2	Sch. in Am. Life	2
Theology	2	Theology	2
Physical Education	0	Physical Education	0
(2 hours)		(2 hours)	

SOPHOMORE YEAR

American Literature and Composition	3	American Literature and Composition	3
United States History	3	United States History	3
Philosophy	3	Philosophy	3
Theology	2	Theology	2
Psychology: Growth Develop- ment and Learning	4	Cultural Geography	3
Elective	3	Elective	3
Physical Education	0	Physical Education	0
(2 hours)		(2 hours)	

JUNIOR YEAR

Philosophy	3	Philosophy	3
Theology	2	Theology	2
Curriculum Material and Teaching Methods in the Elementary Schools*	3	Teaching Reading in the Elementary School	2
Teaching Arithmetic, and Social Studies in the Elementary School	3	Teaching Art, Music, Science and Speech in the Elementary School	4
Theories and Laws of Physical Science	3	Theories and Laws of Physical Science	3
Elective	3	Elective	3

* Includes Language Arts.

SENIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Student Teaching	9	Philosophy	3
Philosophy	3	Theology	2
Children's Literature*	2	Fine Arts: Music	3
Educational Measurement*	2	Philosophy of Education	3
		Electives	6

PROGRAM FOR TEACHERS OF THE MENTALLY RETARDED

Majors in Elementary Education who wish to be certified for both elementary school teaching and teaching of the mentally retarded will follow these courses in their Junior and Senior years:

JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Philosophy	3	Philosophy	3
Theology	2	Theology	2
Theories and Laws of Physical Science	3	Teaching Reading in the Elementary School	2
Curriculum Materials and Teaching Methods in the Elementary School	3	Teaching Art, Music, Science and Speech in the Elementary School	4
Teaching Arithmetic, and Social Studies in the Elementary School	3	Teaching Mentally Retarded Children	3
Psychology of the Mentally Retarded	3	Theories and Laws of Physical Science	3

(Juniors in this program must also take a six-credit course throughout the year—Crafts and Occupational Skills for the Mentally Retarded, required for certification but not part of the degree program.)

SENIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Student Teaching**	9	Philosophy	3
Philosophy	3	Theology	2
Children's Literature*	2	Fine Arts: Music	3
Educational Measurement*	2	Philosophy of Education	3
		Diagnostic and Remedial Techniques in Reading	3
		Intro. to Speech Correction	3

*These courses will be held daily during an Intersession in December and January, between the end of Student Teaching and the start of the second semester.

**Students in the program will do half of their student teaching in regular classes, half in special classes.

PROGRAM FOR SECONDARY EDUCATION

The following are the courses common to all secondary education majors except those specializing in Business Education:

FRESHMAN YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
English Literature		English Literature	
and Composition	4	and Composition	4
Speech	2		
History of Western		History of Western	
Civilization*	3	Civilization*	3
The Fine Arts:		The Fine Arts:	
Visual Arts**	2	Visual Arts**	2
Mathematics	3	Mathematics	3
or		or	
Modern Language	3	Modern Language	3
Theology	2	Theology	2
History of Education	2	Sch. in Am. Life	2
Physical Education	0	Physical Education	0
(2 hours)		(2 hours)	

*Biology, Chemistry, and Physics majors take United States History in place of the History of Western Civilization.

**Science majors do not take Fine Arts.

Students majoring in Mathematics or Sciences will take Mathematics. Freshmen are not permitted to begin a Modern Language, but only to continue one studied in high school.

SOPHOMORE YEAR

American Literature		American Literature	
and Composition	3	and Composition	3
United States History*	3	United States History*	3
Philosophy	3	Philosophy	3
Theology	2	Theology	2
Human Growth and		Psychology of Learning	3
Development	3		
Elective	3	Elective	3
Physical Education	0	Physical Education	0
(2 hours)		(2 hours)	

*Biology, Chemistry, Physics majors take United States History in Freshman Year. In Sophomore Year, they take Math instead of History.

JUNIOR YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Philosophy	3	Philosophy	3
Theology	2	Theology	2
Theories and Laws of Physical Science*	3	Theories and Laws of Physical Science*	3
Fine Arts: Music	3	Curriculum Materials and Teaching Methods in the Secondary School	3
Electives	6	Electives	6

*For non-Science majors.

SENIOR YEAR

Student Teaching	9	Philosophy	3
Philosophy	3	Theology	2
Seminar in Secondary School Curriculum*	3	Educational Measurement	3
Philosophy of Education*	2	Electives	9

*These courses will be held daily during an Intersession in December and January, between the end of Student Teaching and the start of the second semester.

ELECTIVES FOR SECONDARY EDUCATION MAJORS

MAJOR IN BIOLOGY

FRESHMAN YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Inorganic Chemistry	4	Inorganic Chemistry	4

SOPHOMORE YEAR

Botany and Invertebrate Zoology	4	Vertebrate Zoology	4
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JUNIOR AND SENIOR YEARS

Organic Chemistry	4	Organic Chemistry	4
and		and	
Embryology	4	Microbiology	4
or		or	
Genetics	4	Cytology	4
or		or	
Physiology	4	Endocrinology	4

MAJOR IN CHEMISTRY

FRESHMAN YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Inorganic Chemistry I	4	Inorganic Chemistry II	4

SOPHOMORE YEAR

Organic Chemistry I	4	Organic Chemistry II	4
Differential Calculus	3	Integral Calculus	3

JUNIOR YEAR

Quantitative Analysis	4	Biochemistry	4
General Physics	4	General Physics	4

SENIOR YEAR

Chemistry Electives	12
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MAJOR IN ENGLISH OR CLASSICS

SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
English or Classics		English or Classics	
Elective	3	Elective	3

JUNIOR YEAR

English or Classics		English or Classics	
Electives	6	Electives	6

SENIOR YEAR

English or Classics	
Electives	9

MAJOR IN MATHEMATICS

SOPHOMORE YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Calculus	3	Calculus	3

JUNIOR YEAR*

Advanced Calculus	3	Advanced Calculus	3
Abstract Algebra	3	Abstract Algebra	3

SENIOR YEAR

Mathematics Electives	9
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*Majors in Mathematics take General Physics in place of Theories and Laws of Physical Science.

MAJOR IN MODERN LANGUAGES

SOPHOMORE YEAR			
<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Advanced Modern Language	3	Advanced Modern Language	3
JUNIOR YEAR*			
Modern Language Electives	6	Modern Language Electives	6
SENIOR YEAR			
		Modern Language Electives	9

MAJOR IN PHYSICS

FRESHMAN YEAR			
<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Anal. Geom. and Intro to Calculus	4	Anal. Geom. and Intro to Calculus	4
General Physics	4	General Physics	4
SOPHOMORE YEAR			
Inorganic Chemistry	4	Inorganic Chemistry	4
Calculus	3	Calculus	3
JUNIOR YEAR			
Physics Electives	8	Physics Electives	8
Advanced Calculus	3	Advanced Calculus	3
SENIOR YEAR			
		Physics Electives	12

MAJOR IN SOCIAL STUDIES

FRESHMAN YEAR			
<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
History of Western Civilization	3	History of Western Civilization	3
SOPHOMORE YEAR			
History of American Civilization	3	History of American Civilization	3
History Elective	3	History Elective	3
JUNIOR YEAR			
History Elective	3	History Elective	3
Government Elective	3	Government Elective	3
SENIOR YEAR			
		History Electives	6
		Political Geography	3

*Majors in Modern Languages take Workshop in the Teaching of Modern Languages in place of Curriculum Materials and Teaching Methods in the Secondary School.

ELEMENTARY MAJOR IN GENERAL SPEECH

FRESHMAN YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
		Fundamentals of Speech	2

SOPHOMORE YEAR

Public Speaking	3	Introduction to Speech Correction	3
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JUNIOR YEAR

Introduction to Theatre	3	Discussion and Debate	3
		or	
		Directing the School Play	3

SENIOR YEAR

Oral Interpretation	3
Discussion and Debate	3
or	
Directing the School Play	3

SECONDARY MAJOR IN SPEECH AND ENGLISH

FRESHMAN YEAR

<i>First Semester</i>	<i>Credits</i>	<i>Second Semester</i>	<i>Credits</i>
Fundamentals of Speech	2	Public Speaking	3*

SOPHOMORE YEAR

Voice Science and Phonetics	3	Oral Interpretation	3
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JUNIOR YEAR

Introduction to Theatre	3	Discussion and Debate	3
		or	
		Directing the School Play	3
		or	
		Introduction to Speech Correction	3**
English Elective		English Elective	3
		The Teaching of Speech and English	3***

SENIOR YEAR

Student Teaching		Discussion and Debate	3
		or	
		Directing the School Play	3
		or	
		Introduction to Speech Correction	3*
		English Electives	6

*Replaces Fine Arts in 2nd Semester. **Offered each year; the course must be taken by all Speech-English Majors; the other two courses will be offered in alternate years. ***Replaces General Secondary Methods.

DESCRIPTION OF COURSES

ART

Chairman: FERDINAND L. ROUSSEVE.

Assistant Professor: JOSEPHINE VON HENNEBERG.

Instructors: ELEANOR J. CARLO, OLGA STONE.

1—2. THE FINE ARTS IN WESTERN CULTURE: VISUAL ARTS. (4)

An analysis of the elements and significance of the visual arts through the study of outstanding works in chronological order, from Egypt to the present.

41. THE FINE ARTS IN WESTERN CULTURE: MUSIC. (3)

A course designed to give the student an understanding of music as an art form, a knowledge of the place of music in the development of Western culture and an acquaintance with major types and composers of great music.

141. SOCIAL FOUNDATIONS IN MUSIC FROM THE MEDIEVAL MINSTRELS TO THOSE OF THE PRESENT (3)

Social Foundations in Music comprises a study of folk music from the period of the medieval minstrels to those of the present, the observation of the customs, culture, and traditions of the people of all nations, its effect on their folk music and on the integration of folk music within the musical structure of compositions of the great composers from medieval times through the twentieth century.

CLASSICS

Chairman: REVEREND ROBERT F. HEALEY, S.J.

Students preparing to teach Latin in secondary school take courses in the Classics Department of the College of Arts and Sciences during their Sophomore, Junior and Senior years. Courses are chosen with the guidance of the chairman of the department. Course descriptions will be found in the catalogue of the College of Arts and Sciences.

EDUCATION

Chairman: VINCENT C. NUCCIO.

Professors: WILLIAM C. COTTLE, REV. CHARLES F. DONOVAN, S.J., JOHN R. EICHORN, SR. M. JOSEPHINA, C.S.J., EDWARD J. POWER, STEPHEN F. ROACH, ALEXANDER A. SCHNEIDERS.

Associate Professors: KATHARINE C. COTTER, WILLIAM M. GRIFFIN, MARION J. JENNINGS, ROBERT P. O'HARA, JOHN J. WALSH.

Assistant Professors: MICHAEL ANELLO, CATHERINE M. DOWNEY, MARGARET E. GRIFFIN, VIOLET A. KUGRIS, PIERRE D. LAMBERT, CARLTON B. LEHMKUHL, RAYMOND J. MARTIN, MARY C. O'TOOLE, ANTHONY T. SOARES, JOHN F. TRAVERS.

Lecturer: REV. JOHN R. MCCALL, S.J.

Assistant Instructors: BRIAN K. MARRON, STEPHEN A. PATERNA.

Teaching Fellows: J. RICHARD BATH, REV. DANIEL M. BOLAND, ROSE MARIE DICKSON, PRINCE ALBERT JACKSON, HERSCHEL MALICK.

1. HISTORY OF EDUCATION. (2)

A history of education movements, leaders, and institutions.

2. THE SCHOOL IN AMERICAN LIFE. (2)

An orientation course for prospective teachers, affording an overview of such educational areas as the school in society, the levels of teaching, the functions and opportunities of the teacher, teaching as a profession.

31. HUMAN GROWTH AND DEVELOPMENT. (3) (Secondary Majors)

A course designed to help prospective teachers to understand and guide the physical, mental, social, and emotional development of children from infancy through adolescence.

32. PSYCHOLOGY OF LEARNING. (3) (Secondary Majors)

A study of the learning process and factors influencing learning.

33. PSYCHOLOGY: GROWTH, DEVELOPMENT, AND LEARNING. (3)
(Elementary Majors)

An analysis of human development trends—physical, social, emotional and intellectual and their bearing on the learning process.

41. CURRICULUM MATERIALS AND TEACHING METHODS IN THE
ELEMENTARY SCHOOL.* (3)

Teaching procedures and methods appropriate to the entire elementary school curriculum are presented with particular emphasis on Language Arts. Objectives, activities, classroom management, use of audio-visual techniques, field trips, and methods of appraising learning are treated.

*Includes Language Arts.

42. TEACHING READING IN THE ELEMENTARY SCHOOL. (2)

A study of the language arts curriculum with emphasis upon the teaching of reading in the primary and elementary grades.

44. TEACHING ARITHMETIC AND SOCIAL STUDIES IN THE ELEMENTARY
SCHOOL. (3)

The application of general methods of teaching to specific curriculum areas and the presentation of teaching techniques and materials proper to each area.

46. TEACHING ART, MUSIC, SCIENCE AND SPEECH IN THE ELEMENTARY SCHOOL. (4)

A presentation of the techniques of teaching and directing practice and activities in the creative arts and science area.

48. CURRICULUM MATERIALS AND TEACHING METHODS IN THE SECONDARY SCHOOL. (3)

A presentation of the methods and practices appropriate to secondary school teaching.

51. PHILOSOPHY OF EDUCATION. (2) (3)

A consideration of leading theories of education and an application of philosophical principles to basic educational issues.

53. EDUCATIONAL MEASUREMENT. (2) (3)

The construction, administration, and interpretation of instruments for evaluating student performance.

101. STUDENT TEACHING. (9)

Observation, participation and teaching five days each week from early September through November of Senior year in cooperating public schools under the supervision of the college staff.

103. CHILDREN'S LITERATURE. (2)

Developing programs in children's literature for the early grades with attention to appropriate content and themes and adequate style and level.

105. SEMINAR IN SECONDARY SCHOOL CURRICULUM. (3)

A post-student teaching seminar on the theory and development of curriculum as applied to the secondary school.

109. TEACHING MACHINES AND PROGRAMED INSTRUCTION. (3)

An introduction to programed learning with a study of various programed materials, including teaching machines as instructional devices.

126. DIAGNOSTIC AND REMEDIAL TECHNIQUES IN READING. (3)

This course is designed to give the regular classroom teacher or clinician skill in diagnosing and removing reading deficiencies. Using a set of specimen tests, the study of one remedial reading case is required. Recommendations for the instruction of retarded readers are presented. The causes and prevention of reading failure are also considered.

151. THE TEACHER AND SCHOOL ADMINISTRATION. (3)

A course designed to acquaint prospective teachers with the organization, administration, and operation of public schools; and with the teacher's legal and administrative responsibilities.

171. PRINCIPLES OF GUIDANCE. (3)

The principles, practices and tools employed in organized guidance.

180. PSYCHOLOGY AND EDUCATION OF EXCEPTIONAL CHILDREN. (3)

Characteristics, educational provisions for children who deviate significantly from the norms in vision, hearing, intelligence and in social and emotional adjustment.

181. PSYCHOLOGY OF THE MENTALLY RETARDED. (3)

Considers causes of mental retardation as well as methods of locating those who are mentally retarded. Attention is also given to problems of learning and adjustment as they relate to mental retardation.

182. TEACHING MENTALLY RETARDED CHILDREN. (3)

Methods of teaching mentally retarded children of different maturation levels. Organization and planning of instructional activities and materials; the use of community resources.

183. GUIDANCE OF THE MENTALLY RETARDED. (3)

Personal, educational and vocational guidance principles and procedures for the mentally retarded and those concerned with their welfare.

188. THE DYNAMICS AND EDUCATION OF THE EMOTIONALLY DISTURBED CHILD. (3)

Causes, characteristics and treatment of emotional disturbance in children; educational programs; role of the teacher, school and community agencies.

59. CRAFTS AND OCCUPATIONAL SKILLS FOR THE MENTALLY RETARDED. (6)

A two-semester course required for certification as a teacher of the mentally retarded. Not part of the degree requirements.

ENGLISH

Chairman: JOHN L. MAHONEY.

Professor: EDWARD L. HIRSH.

Associate Professor: LOIS T. HARTLEY.

Assistant Professors: JOHN J. FITZGERALD, THOMAS P. HUGHES,
JOHN F. MCCARTHY, JOHN H. RANDALL, III,
GEORGE W. SMITH, JR.

Instructor: CAROL E. HURD.

Teaching Fellow: CYNTHIA E. LYLE.

1—2. COMPOSITION AND ENGLISH LITERATURE. (8)

A study of the grammatical structure and stylistic qualities of the English language, aiming at the improvement of the student's prose expression. A survey of English literature from Beowulf to the present.

21—22. COMPOSITION AND AMERICAN LITERATURE. (6)

Continued development of the student's prose expression, with analysis and application of rhetorical principles. A survey of American Literature from the beginnings up to T. S. Eliot.

N.B. Students preparing to teach English in secondary school take courses in the English Department of the College of Arts and Sciences during their Sophomore, Junior and Senior years. With the guidance of the departmental chairman, courses such as the following are taken: En. 112, Chaucer; En. 127, Shakespeare's Comedies and Histories; En. 128, Shakespeare's Tragedies; En. 150, The Romantic Movement; En. 155, Victorian Literature; En. 184, History of the English Language. Course descriptions may be found in the catalogue of the College of Arts and Sciences.

HEALTH AND PHYSICAL EDUCATION

Director of Women's Physical Education: THERESA A. POWELL.

1—2. HEALTH AND PHYSICAL EDUCATION.

A course which gives the student a knowledge and appreciation of the skills basic to a variety of team and individual activities.

21—22. A continuation of Health and Physical Education 1-2.

HISTORY

Chairman: THOMAS H. O'CONNOR.

Assistant Professors: SR. THERÈSE ANNA DONOVAN, S.U.S.C.,
REV. THOMAS J. GREY, S.J., LOUISE S. MOORE,
ALLEN M. WAKSTEIN.

Teaching Fellow: KARL F. JENSEN.

11—12. HISTORY OF WESTERN CIVILIZATION. (6)

A survey of the chief factors in Christian civilization from the introduction of Christianity to contemporary times.

31—32. HISTORY OF AMERICAN CIVILIZATION. (6)

A survey of American civilization from the period of colonization to the present.

N.B. Students preparing to teach History or Social Sciences in secondary school take courses in the Department of History of the College of Arts and Sciences during their Sophomore, Junior, and Senior years.

A History major is required to take History 11-12, History of Western Civilization, and History 31-32, History of American Civilization. Students judged exceptional by the Department will also enroll in History 39, Introduction to Historical Method. In addition to the prescribed courses, the History major must earn at least eighteen credits in the elec-

tive courses of the Department, nine of which will normally be in either European or American History. (For the purposes of these regulations, Russian History and Far Western History are regarded as subdivisions of or fields associated with European History, and Latin American History as a subdivision of American History.) No student majoring in History will earn more than six credits in the history of one country, area, or period without the special permission of the Department. All History majors will usually have a minor in Government, Economics, Sociology, or some other closely related field.

MATHEMATICS

Chairman: REVEREND STANLEY J. BEZUSZKA, S.J.

Associate Chairman: JOSEPH A. SULLIVAN.

Assistant Professor: PAUL T. BANKS.

Instructor: MARGARET J. KENNEY.

Teaching Fellow: MARY ELLEN FARREY.

1—2. GENERAL COLLEGE MATHEMATICS. (6)

Elements of Modern Mathematics: introductory set theory, various systems of numeration, modulo systems. Study of Mathematics from a structural viewpoint with special emphasis on the historical development of the real number system.

3—4. INTRODUCTION TO CALCULUS. (6) (Mathematics, Biology, and Chemistry Majors)

Elements of Modern Mathematics and structural development of the real number system.

Elementary analysis: Study of sequences, limits and basic concepts of the differential calculus.

21—22. CALCULUS. (6) (Continuation of Mt. 3-4.)

Differential and integral Calculus; Theory of Infinite Series; Partial Derivatives; Introduction to Vector Analysis.

27—28. CONTEMPORARY MATHEMATICS.

The topics to be covered include the mathematical systems of the Integers, the Rational numbers and the Real numbers. Elementary number theory and the theory of equations. Introductions to groups and other mathematical structures.

133—134. INTRODUCTION TO ABSTRACT ALGEBRA. (6)

The first half of this course is an introduction to algebraic structures (groups, rings, fields) and includes elementary topics in number theory. The second half is a course in linear algebra, covering such topics as vector spaces, linear transformations, matrices, and determinants.

137—138. ADVANCED CALCULUS. (6)

This course consists of a systematic treatment of the calculus of functions of several variables and of infinite series. Topics covered include partial derivatives, multiple integrals, line and surface integrals, infinite series, and improper integrals.

N.B. Students preparing to teach Mathematics in secondary school take courses in the Mathematics Department of the College of Arts and Sciences during Senior year. With the guidance of the departmental chairman, courses such as the following are taken: Mt. 147, Introduction to Computer Programming; Mt. 166, Projective Geometry; Mt. 172, Symbolic Logic. (Course descriptions may be found in the catalogue of the College of Arts and Sciences.)

MILITARY SCIENCE

Chairman: LIEUTENANT COLONEL JOHN L. MURPHY, U.S.A.

Instructors: MAJOR DONALD M. WOOD, U.S.A.

CAPTAIN FLOYD J. SCHAFER, U.S.A.

CAPTAIN JAMES W. CLARK, U.S.A.

An Army ROTC Unit (General Military Science) is maintained at Boston College. Military Science is a four-year elective course. The objective of the course of instruction in Military Science is to produce junior officers who by their education, training, and inherent qualities are suitable for continued development as officers in the United States Army. Distinguished Military Graduates are offered commissions in the Regular Army. Training in leadership is emphasized. Physically qualified male students aged 14 to 22 years, who are citizens of the United States and who are regularly enrolled in courses leading to a degree, are eligible to apply for enrollment in the ROTC at the beginning of their Freshman year. Applicants who successfully complete the prescribed ROTC qualification tests will be enrolled in Advanced Course within quota limitations set by the Department of the Army. Advanced Course students receive the monetary allowances prescribed by law.

MILITARY SCIENCE I—BASIC COURSE

*(4)

Freshman students attend one hour of classroom instruction and one drill each week during the academic year, holidays excepted. The course includes instruction in school of the soldier and exercises of command, organization of the Army, individual weapons and marksmanship.

*Not applicable to the required credits for a degree.

MILITARY SCIENCE II—BASIC COURSE

*(4)

Sophomore students attend two classroom periods and one drill each week, holidays excepted, during the academic year. Subjects include map and aerial photography study, the United States Army and National Security, and an introduction to operations and basic tactics.

*Not applicable to the required credits for a degree.

MILITARY SCIENCE III—ADVANCED COURSE. (5)

Classroom instruction is devoted to leadership, military teaching principles, small unit tactics, communications, and familiarization with the organization, function, and mission of the branches of the Army. Classroom attendance consists of three hours for one semester and two hours per week for the other semester. Actual exercise of command by students is emphasized during drill periods. Attendance at six-weeks summer camp is required.

MILITARY SCIENCE IV—ADVANCED COURSE. (5)

As cadet officers, students enrolled in Military Science IV serve in command positions within the cadet brigade. Classroom instruction covers the United States in World Affairs, logistics, operations, military administration, personnel management, leadership, and officer indoctrination. Students are selected for branch assignment in the Senior year. Hours of instruction same as MS III.

MODERN LANGUAGES

Chairman: NORMAND R. CARTIER.

Assistant Professors: JOSEPH FIGURITO, VERA G. LEE.

Instructor: LILIAN WILLENS.

Teaching Fellow: IVY C. LYEW.

11—12. INTERMEDIATE FRENCH. (6)

Review of French grammar, reading of prose of moderate difficulty, written and oral composition.

21—22. ADVANCED FRENCH. (6)

The aim of this course is to perfect oral ability by offering to the student a sound course in conversation and composition, based on readings from masterpieces of French literature and thought.

FRENCH 71-72—FRENCH MASTERPIECES. (6 Sem. Hrs.)

Selected readings from the literary masterpieces of French literature.

Conducted in French.

FRENCH 101-102—SURVEY OF FRENCH LITERATURE. (6 Sem. Hrs.)

A survey of French literature from the medieval period through the seventeenth century for majors and for Freshmen who have a superior language background.

Conducted in French.

11—12. INTERMEDIATE GERMAN. (6)

Grammar and syntax; readings of historical or narrative poets and suitable scientific texts.

11—12. INTERMEDIATE ITALIAN. (6)

This course intends to develop through oral usage a feeling for the right manner of expression. The basis of work will be readings which will stress the oral and written aspect of the language, supplemented by dictations and free compositions.

21—22. ADVANCED ITALIAN. (6)

The aim of this course is to perfect oral ability by offering to the student a sound course in conversation and composition, based on readings from masterpieces of Italian literature and thought.

11—12. INTERMEDIATE SPANISH. (6)

Review of grammar, reading of prose of moderate difficulty, written and oral composition.

21—22. ADVANCED SPANISH. (6)

The aim of this course is to perfect oral ability by offering to the student a sound course in conversation and composition, based on readings from masterpieces of Spanish literature and thought.

195. WORKSHOP IN THE TEACHING OF MODERN LANGUAGES. (3)

A study of the specific procedures in modern language teaching in American secondary schools. The language laboratory is used for the practical aspects of the course.

N.B. Students preparing to teach Modern Languages in secondary school take courses in the Department of Modern Languages of the College of Arts and Sciences. With the guidance of the Departmental chairman, courses such as the following are taken: Language 101-102, History of Literature; Language 181-182, Advanced Composition and Conversation; and elective courses in particular phases of literature and civilization. If a second language is desired special elective courses can be arranged with the approval of the departmental chairman. Course descriptions may be found in the catalogue of the College of Arts and Sciences.

PHILOSOPHY

Chairman: REVEREND FREDERICK J. ADELMANN, S.J.

Professors: REVEREND WILLIAM E. FITZGERALD, S.J., REVEREND TIMOTHY J. O'MAHONY, S.J., REVEREND FRANCIS X. WEISER, S.J.

Assistant Professors: WILLIAM J. HAGGERTY, JR., THOMAS J. OWENS.

Instructor: RICHARD SEDLOCK.

1—2. LOGIC (MAJOR AND MINOR) (3)

Aims to develop precise and logical habits of thinking in the students, based on a study originating from Aristotle and further developed by the scholastics; studies, in the second part of the course, the nature of human knowledge and the fonts of certitude.

21. GENERAL METAPHYSICS. (3)

Introduces the student to the metaphysics of reality based on the existential principles of Thomistic philosophy. Studies change both radical and superficial and the various act-potency relations in reality.

51. PHILOSOPHICAL PSYCHOLOGY I. (3)

Introduces the student to the methodology of philosophical psychology and considers the nature of life in general and of vegetative and sense life in particular.

52. PHILOSOPHICAL PSYCHOLOGY II AND NATURAL THEOLOGY. (3)

Studies the nature of man through his specifically rational operations of intellect and will. Demonstrates the immateriality and immortality of the human soul; in the second part of the course, demonstrates God's existence and considers His attributes philosophically.

53. GENERAL ETHICS. (3)

Examines philosophically the basic factors of human conduct as involving man's destiny, norm of morality, ethical obligation, natural law, conscience, and natural rights.

54. SPECIAL ETHICS. (3)

Applies general moral principles to man in his concrete ethical situation; man's duties to God and to his fellowman; to the family, and to the State; ethical issues in education.

POLITICAL SCIENCE

Chairman: PAUL T. HEFFRON.

Students preparing to teach History or Social Studies in secondary school take courses in the Department of Political Science of the College of Arts and Sciences during their Sophomore, Junior, or Senior years. With the guidance of the departmental chairman, courses such as the following are taken: Po. 101, Introduction to American National Government; Po. 102, The Legislative Process; Po. 108, State Government, Po. 151, International Relations and Politics; Po. 152, International Organization and Policy; and other electives. Course descriptions may be found in the catalogue of the College of Arts and Sciences.

SCIENCE

Assistant Professors: JOHN J. POWER, JOHN F. TRAVERS, JR.

31—32. THEORIES AND LAWS OF PHYSICAL SCIENCE. (6)

An introductory study of the origin and development of the fundamental theories and laws of physics and chemistry.

41. CULTURAL GEOGRAPHY. (3)

A study of man's use of his environment in the major geographic regions of the earth. Required for majors in elementary education.

141. FOUNDATIONS OF POLITICAL GEOGRAPHY.

A survey of world political patterns as determined by basic geographic realities.

N.B. Students preparing to be science teachers in secondary school take courses in Biology, Chemistry and/or Physics Department of the College of Arts and Sciences. With the guidance of the departmental chairman, programs such as those outlined above on pages 35, 36 and 37 will be followed. Course descriptions may be found in the catalogue of the College of Arts and Sciences.

SPEECH

Chairman: JOHN H. LAWTON.

Associate Professor: MARY T. KINNANE.

Assistant Professors: REV. JOSEPH M. LARKIN, S.J., PAUL J. MARCOUX, WALTER L. CULLINAN.

1. FUNDAMENTALS OF SPEECH. (2)

A course in informal communication, with emphasis upon voice projection, correct and distinct speech, and effective listening.

51. PUBLIC SPEAKING. (3)

Concentration on the effective preparation and delivery of such classical speech types as expository, occasional, persuasive and argumentative addresses. Attention is given to various modes of speaking, including the extemporaneous, impromptu, and manuscript methods. A considerable use is made of recordings so that students may evaluate their own progress.

53. ORAL INTERPRETATION OF LITERATURE. (3)

The principles and techniques of reading aloud. Emphasis upon the logical and emotional content of various literary forms. Practice in readers and chamber theatre techniques.

55. PRINCIPLES OF THEATRE ARTS. (3)

A study of the basic principles of dramatic writing and of the evolution of these principles in the history of the Western theatre.

56. DIRECTING THE SCHOOL PLAY. (3)

This course is concerned with the several aspects of dramatic production, including the selection of dramas and the directing and staging of such plays. Attention is given to the production of period dramas.

107. VOICE SCIENCE AND PHONETICS. (3)

A study of the mechanisms for speech and hearing. Students are also introduced to the International Phonetic system and have experiences in phonetic transcription.

108. INTRODUCTION TO SPEECH CORRECTION. (3)

In this course students become familiar with the more common speech handicaps and their causes. Course is designed to meet the needs of youth workers, teachers and other specialists who work with young people.

THEOLOGY

Chairman: REVEREND JAMES J. CASEY, S.J.

Professor: REVEREND MAURICE V. DULLEA, S.J.

Assistant Professors: REVEREND JOSEPH P. CAREW, S.J.
 REVEREND JOSEPH J. CONNOR, S.J.
 REVEREND DAVID R. CUMMISKEY, S.J.
 REVEREND JEREMIAH J. DONOVAN, S.J.
 REVEREND MILES L. FAY, S.J.
 REVEREND PAUL J. MURPHY, S.J.
 REVEREND CHARLES J. REARDON, S.J.
 REVEREND FELIX F. TALBOT, S.J.

Instructors: REVEREND ROBERT T. FERRICK, S.J.
 REVEREND DANIEL J. FOLEY, S.J.
 REVEREND JOHN P. McNAMARA, S.J.

Lecturers: REVEREND ROBERT F. HOEY, S.J.
 REVEREND ANSELM MURPHY, O.S.B.

1. OLD TESTAMENT. (2)

This course is a study of selected parts of the Old Testament, which present the turning points of Israel's history, with special emphasis on three main currents of Hebrew thought: monotheism, morality and messianism. It includes a consideration of the principles governing the study of scriptural inspiration and revelation.

2. THE FOUR GOSPELS. (2)

This course is an historical and theological study of the life of Christ and His Divinity, as presented in the four gospels.

21. THE CHURCH IN THE NEW TESTAMENT. (2)

This course is an historical study of the origin and growth of the Church, the instrument of divine tradition, as presented in the Acts of the Apostles and selected Epistles of St. Paul.

22. THE INNER LIFE OF THE CHURCH. (2)

This course is a study of the Church as the Mystical Body of Christ; supernatural faith; the Holy Trinity.

41. DOGMATIC THEOLOGY I. (2)

This course is a study of God the creator; divine providence; man and his destiny; original sin; and Jesus Christ, God and man.

42. DOGMATIC THEOLOGY II. (2)

This course is a study of Jesus Christ, priest and redeemer; Mary, Mother of God; sanctifying grace, actual grace; the supernatural virtues.

102. THE SACRAMENTS. (2)

This course is a study of the sacramental system; the sacrament of baptism; sin and repentance; the sacrament of penance; the sacrament of the Eucharist; the Eucharistic sacrifice; Christian marriage.

HONORS SEMINAR*

H.S. 31—32. SOPHOMORE HONORS SEMINAR. (6)

Readings and discussions of great documents in the history of educational theory.

H.S. 51—52. JUNIOR HONORS SEMINAR. (6)

The Arthurian and related legends studied as a collection of materials that has served myth, history, literature, art, politics, and religion through the centuries and has become a reflection of changing cultures from medieval to modern times.

H.S. 111—112. SENIOR HONORS SEMINAR. (6)

Tutorial and discussion leadership experience in the conduct of the Sophomore Honors Seminar.

* During the year 1964-1965 a Faculty Committee will propose a new Honors Curriculum to become effective in 1965.

THE SCHOOL OF NURSING



CHESTNUT HILL, MASSACHUSETTS 02167

THE BOSTON COLLEGE
SCHOOL OF NURSING

1964-1965

OFFICERS OF ACADEMIC ADMINISTRATION

RITA P. KELLEHER, R.N., M.Ed.
Dean

PAULINE R. SAMPSON, R.N., M.Ed.
Administrative Assistant to the Dean

CATHERINE M. DOYLE, A.B.
Registrar

JAMES F. GEARY, S.J., A.M., S.T.L.
Student Counselor

WALTER J. MEAGHER, S.J., Ph.D.
Student Counselor

FRANCES E. ROONEY
Assistant to the Registrar

MARY L. PEKARSKI, M.B., B.S.L.S.
Librarian

JANET DUNPHY, R.N., B.S.
Director of Health Services

COOPERATING HOSPITALS, COMMUNITY AGENCIES
AND ASSOCIATIONS

AMERICAN NATIONAL RED CROSS, Boston

BOSTON CITY HOSPITAL, Boston

THE BOSTON FLOATING HOSPITAL, Boston

BROCKTON VISITING NURSE ASSOCIATION, Brockton

BROOKLINE VISITING NURSE ASSOCIATION, Brookline

CITY OF BOSTON HEALTH DEPARTMENT, Boston

DEDHAM VISITING NURSE ASSOCIATION, Dedham

EAST BRIDGEWATER VISITING NURSE ASSOCIATION, East
Bridgewater

FALL RIVER DISTRICT NURSING ASSOCIATION, Fall River

FRAMINGHAM VISITING NURSE ASSOCIATION, Framingham

LABOURE CENTER, South Boston

LEMUEL SHATTUCK HOSPITAL, Boston

MASSACHUSETTS DEPARTMENT OF PUBLIC HEALTH, Boston

METROPOLITAN STATE HOSPITAL, Waltham

NEEDHAM HEALTH DEPARTMENT, Needham

NEW ENGLAND CENTER HOSPITAL, Boston

NEWTON VISITING NURSE ASSOCIATION, Newton

QUINCY VISITING NURSE ASSOCIATION, Quincy

RHODE ISLAND STATE HEALTH DEPARTMENT, Providence, R. I.

SAINT MARGARET'S HOSPITAL, Dorchester

SAINT VINCENT'S HOSPITAL, Worcester

TAUNTON VISITING NURSE ASSOCIATION, Taunton

VETERANS' ADMINISTRATION HOSPITAL, West Roxbury

VISITING NURSE ASSOCIATION, Boston

WEYMOUTH VISITING NURSE ASSOCIATION, Weymouth

HISTORY

Boston College inaugurated the School of Nursing in response to the need for a Catholic collegiate school of nursing in the Greater Boston area. With the co-operation of His Excellency, Most Reverend Richard J. Cushing, D.D., Archbishop of Boston, a program was offered in February, 1947, leading to the degree of Bachelor of Science in Nursing or Nursing Education to Graduate Nurses. In September, 1952 this program was limited to courses leading to the degree of Bachelor of Science in Nursing. In September, 1947, a basic collegiate program of five years leading to a diploma in Nursing and the degree of Bachelor of Science was introduced for high school graduates. Beginning in September, 1950, a four calendar year basic collegiate program was initiated. And in 1957 this was shortened to four academic years.

In the spring of 1960 the School of Nursing moved to the college campus and occupies its own building, the gift of His Eminence Richard Cardinal Cushing.

PHILOSOPHY AND PURPOSE OF THE SCHOOL OF NURSING

As a Jesuit educational institution, Boston College School of Nursing shares with all the other schools of the University the purpose described by Pope Pius XI in his encyclical on Christian Education: "To cooperate with divine grace in forming the true and perfect Christian."

As an institution of higher learning, Boston College has as its objective the conservation, the extension, and the diffusion of knowledge by means of the schools, colleges, institutions, and resources of the University with the purpose of fostering, in the tradition of Christian humanism, comprehensive and integrated understanding of our intellectual heritage, dedication to the advancement of learning, and a sense of personal and social responsibility as all of these are known in the light of reason and divine revelation.

Boston College follows the Jesuit tradition of belief in the particular excellence of a liberal arts education. Accordingly, in the School of Nursing, there is a balance of liberal arts and professional education with the liberal arts courses carefully integrated throughout all four years.

The School of Nursing believes that nursing is a ministerial profession serving God through dedicated service to man; that there are personal satisfactions in nursing derived from the giving of this service; that this service is of a personal nature and implies caring for or helping people; and for the perfection of this service, the nurse must have an understanding and respect for the nature, dignity, and worthwhileness of man.

The curriculum of the School of Nursing is designed to develop habits of logical and accurate thinking through such courses as logic and the natural sciences; the ability of clear and effective self-expression

through such courses as composition, rhetoric, and seminars; a knowledge of human nature through courses in literature and psychology; a knowledge of the past through courses in history; a knowledge of the present, a contemporary social awareness, and an attitude of social, civic, and professional responsibility through courses in social sciences; a knowledge and appreciation of ultimate religious, philosophical, and moral values through courses in theology and philosophy. Courses are directed toward the personal development of the student and enable her to meet admission requirements for graduate study.

The basic purpose of the educational program in nursing is to provide opportunities for each student to acquire the knowledge, understanding, attitudes, and skills necessary to give comprehensive nursing care to people in various hospitals and community settings.

The program provides theory and clinical practice in nursing based on the changing needs of society. Learning experiences are planned for students: (1) to become increasingly skillful in the ministrations of patient-centered nursing, in identifying and solving nursing problems and in dealing with complex human relationships; (2) to participate with other members of the health teams in the prevention of disease and in solving health problems; (3) to plan and direct nursing care given by associated nursing personnel; (4) to interpret and demonstrate nursing care to others in the hospital setting and in the community.

ACCREDITATION

The Basic Collegiate Program is approved by the Board of Registration in Nursing, Commonwealth of Massachusetts and accredited by the Accrediting Services of the National League for Nursing.

The Program in General Nursing for Graduate Nurses is also accredited by the Accrediting Services of the National League for Nursing.

Both programs are accredited by the Accrediting Service of the National League for Nursing for preparing students for beginning positions in public health nursing.

GENERAL INFORMATION

LIBRARY FACILITIES

One of the principal factors in the intellectual life of the students at Boston College is the Library. The School of Nursing has its own professional Library on the top floor of Cushing Hall. The Library consists of books, pamphlets, microfilm and a large collection of periodicals related to nursing. It is a member of the Boston Medical Library, the Catholic Library Association and the Medical Library Association. The other libraries of the University are also available for student use.

COLLEGE ORGANIZATIONS

Besides the traditional classroom matter and methods, co-curricular activities were outlined as long ago as 1599 in the Jesuit "Ratio Studiorum" under the heading of Academies. Each organization functions under the supervision of a Faculty Adviser.

THE SODALITY OF THE BLESSED VIRGIN is the leading spiritual organization in every Jesuit College and is composed of those students who seek first the personal sanctification of their own lives and secondly active participation in the work of Catholic Action. All the activity of the organization is performed under the special patronage of the Mother of God and each sodalist adopts her as patroness.

In the School of Nursing there is a Senior Sodality for the graduate nurses and a Junior Sodality for the students in the basic collegiate program. The organizations meet regularly to carry on their activities, both contemplative and active.

THE STUDENT-FACULTY ORGANIZATIONS were formed to serve as a channel through which the combined student bodies might formulate their views on student problems and govern themselves in a democratic manner. Because of the difference in maturity, the graduate nurses and the basic collegiate students have their own separate organizations and coordination is effected by a committee composed of representatives from each student-faculty organization.

THE GLEE CLUB meets each week under the direction of the Musical Director, Mr. Peloquin.

THE ENGLISH ACADEMY is composed of a group of graduate nurses who meet to discuss literature and the allied arts. The Academy, in an attempt to stimulate keenness of perception and judgment, conducts discussions which concern the philosophical value of literature, its spiritual and idealistic elements, and the question of taste. Membership in the English Academy is based upon scholastic achievement.

THE BOSTON COLLEGE DRAMATIC SOCIETY, offering membership to the students of the School of Nursing, affords an excellent opportunity to those who wish to develop stage presence, poise, and the art of self-expression. The Society presents at least two outstanding plays each year.

STUDENT PUBLICATIONS

THE BOSTON COLLEGE HEIGHTS is the publication of the student body. It is a newspaper written and published every week by the students for the purpose of keeping the students informed of events of interest about the College, providing a means of voicing student opinion, stimulating student interest in self-expression and bringing the student body closer together and making all aware of the happenings of each group.

THE STYLUS, a literary magazine, is published four times a year.

THE SUB TURRI is the annual publication of the Seniors. It is a pictorial chronical of the activities of the class during its undergraduate life.

RECREATION ASSOCIATION

The Women's Recreation Association, open to all women students of the School of Nursing, sponsors a program of athletic and recreational activities on and off campus.

STUDENT PERSONNEL PROGRAM

The educational philosophy of the Boston College School of Nursing places emphasis upon the individual student and her total development as a person. The Guidance Program functions as a medium through which the student is assisted to realize her personal and professional potentialities.

The program includes such services as: Orientation, Counseling, Group Guidance, Individual Inventory, Informational Services and Placement. Each semester every student is assigned to a faculty adviser for individual counseling. Guidance is also offered in special areas such as spiritual, health, personal and social adjustment, reading and study skills.

HEALTH PROGRAM

The Student Health Program is designed to guide the student to attain and to maintain optimum individual health through a program of health education and through certain preventive and remedial services. The program is under the supervision of the Director of Health Services with the cooperation of the School Physician. The School Physician is on call for all emergencies and makes scheduled visits to the school. The Health Office is opened during school hours. The Health Education Program conducted through group conferences aids the student in developing concepts of positive health. Health Services include a complete physical examination, health guidance, medical advice, immunization, emergency service and a complete record system.

The school and cooperating hospitals and health agencies do not provide for hospitalization due to accident or illness. The college has established an accident insurance plan which is compulsory for all full-time students. This must be supplemented by sickness insurance either by membership in a family plan or in the college sickness insurance plan. The latter coverage requires an additional premium.

All students are required to participate in the immunization program established by the School.

CLASS STANDING AND PROMOTION

The standing of a student is determined by a weighted semester average. A review of each student's record is made at the conclusion of each semester by the Committee on Promotions which recommends promotion in the program. The passing grade is D. A student must maintain a cumulative average of C- as the minimum standard of scholarship.

The college reserves the right to dismiss at any time a student who fails to give satisfactory evidence of earnestness of purpose and active cooperation in all the requirements of conduct and academic work. In this matter the college believes itself to be the better judge of what affects the best interests of the college and of the student body. Once a student registers and attends college, she is held responsible for the regulations and traditions of the college.

LIVING ACCOMMODATIONS

Graduate Nurse students may live wherever they desire with the approval of the School of Nursing. The school does not have a dormitory but will assist out-of-town students in locating satisfactory living accommodations in the vicinity of the school. Application for such facilities should be made well in advance of the opening of school.

Students may be assigned to out-of-town or out-of-state Public Health agencies for required field experience and must provide their own living accommodations.

Basic Collegiate students may live at home or in a residence which has been approved by the school for basic students. These residences provide complete boarding facilities. During the clinical experience students may live in the Nurses' Residence of the cooperating hospital whenever such accommodations are available. The students will be responsible for paying their own room, board and laundry during this time.

APPROVAL OF STUDENT ACTIVITIES

All activities, athletic or social or of any other nature, which may be identified directly or indirectly with the College, are subject to the explicit approval of the Dean of the School of Nursing.

ACADEMIC REGULATIONS

Regulations regarding grades, dean's list, failure, dismissal, attendance at class, absence from examinations, and eligibility for participating in sports, major activities, and class office are published in a Student's Handbook.

PROGRAM

Leading to
the Degree of
BACHELOR OF SCIENCE

The Basic Collegiate Program combines an academic and basic nursing professional course and leads to the degree of Bachelor of Science.

The first two semesters are devoted primarily to general academic studies with introductory professional courses and practice in nursing. The third semester the student begins her clinical practice in various hospitals and other health agencies. Instruction and supervision in all courses of study are given by the faculty from the Boston College School of Nursing.

The present General Nursing Program for registered nurses will be discontinued for new applicants as of September 1965. Commencing September 1965, there will be one program leading to a Bachelor of Science degree with a major in Nursing. No blanket credit will be awarded to graduates of diploma schools of nursing. Students will be given the opportunity to take examinations for advanced standing. If, prior to September 1965, a student has accumulated fifteen credits on a part-time basis at Boston College, she will be eligible to apply for matriculation. Once matriculation has been granted, a student has preserved her right to receive blanket credit for the diploma program. However, all degree requirements must be completed within a five-year period of matriculation.

REQUIREMENTS FOR ADMISSION

General Requirements: All applicants to the School of Nursing must complete courses in the areas of English, algebra, geometry, physical sciences, and foreign languages. The minimum requirements are as follows:

English	4 years
Algebra	2 years
Geometry	1 year
Social Studies	1 or 2 years
Science	1 year

All candidates must take the Scholastic Aptitude Test administered by the College Entrance Examination Board. Students must also take Achievement Tests in English, Mathematics and one of the following: Chemistry, Biology or Physics. Application forms and information bulletins for the College Entrance Examinations may be obtained from the high school Principal or the Director of Guidance or by writing directly to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey or P.O. Box 27896, Los Angeles 27, California. It is advised that the Scholastic Aptitude Test be taken in the December series and the Achievement Tests in the January series. Candidates are urged to take these tests no later than March.

In addition applicants must meet the health requirements set by the school and must present evidence testifying to their good moral character and their general ability to meet the standards of the school.

ADMISSION PROCEDURE

Applicants for admission to the Boston College School of Nursing should communicate with the Director of Admissions, Boston College, Chestnut Hill, Massachusetts 02167. Application forms and complete information regarding entrance requirements will then be furnished.

Candidates for the Registered Nurse Program of Study must be graduates of a state accredited school of nursing. Final decision cannot be made on any application until the Director of Admissions has all the following information on official Boston College forms:

(1) A formal application for admission which includes an official high school transcript. (2) A transcript of the nursing school record mailed directly from the Director of the School of Nursing. (3) Official transcripts of all collegiate credits earned at other institutions. (4) A letter of recommendation from the Director of the School of Nursing indicating fitness for college work. (5) A record of pre-entrance physical examination to be completed by your own physician on the Boston College form.

Arrangements must also be made to complete Plan A of the National League for Nursing Graduate Nurse Qualifying Examination.

SCHOLARSHIPS

All scholarship candidates must present certificating "B" grades in all courses and must take the Scholastic Aptitude Test in the December series and the Achievement Tests in English, Mathematics and one of the following: Chemistry, Biology or Physics in the January or March series. Special scholarship applications are sent to the candidates after receipt of the application for admission. Awards are made on the basis of demonstrated financial need as well as on the C.E.E.B. Scholastic Aptitude Test and High School Record. The Parents' Confidential Statement issued by the College Scholarship Service at P.O. Box 176, Princeton, New Jersey, or P.O. Box 27896, Los Angeles 27, California must be submitted.

The holder of a scholarship will be required to maintain a high rank in her class for proficiency, diligence and good conduct.

STUDENT LOAN

The Tuition Plan is available to those who prefer monthly payment of tuition. Literature is available at the Registrar's Office.

ANNUAL EXPENSE REQUIREMENTS

Boston College is not an endowed Institution. Therefore, it is normally dependent for support and development on the fees paid for tuition and for other collegiate requirements.

SUMMARY OF ANNUAL EXPENSE REQUIREMENTS

General Fees

Application fee (not refundable)	\$ 10.00
Acceptance Deposit (not refundable, but applicable to tuition)	100.00
Registration—new student (not refundable)	10.00
Late Registration Fee (additional)	10.00
Achievement Examinations Fee	5.00
Tuition—payable semi-annually in advance	1,200.00
Extra Course—per semester hour credit	35.00

Special Fees

Tuition—per semester hour—part-time students	35.00
Registration Fee—per semester—part-time students	5.00
Biology Laboratory Fee	25.00
Chemistry Laboratory Fee	25.00
Nutrition Laboratory Fee	10.00
Physics Laboratory Fee	25.00
Absentee Examination	10.00
¹ Certificates, Marks, etc.	1.00
Health Fee (Basic Students) Including Accident and Hospitalization Insurance	30.00
Health Fee (Graduate Nurse Students) Including Accident Insurance	15.00
Graduation, including School Pin (Basic Students)	25.00
Graduation (Graduate Nurse Students)	10.00
Student Identification Card	2.00

Uniforms

² Regulation Boston College School of Nursing Uniform and Cape	90.00
³ Public Health Nurse's Uniform and Cap	18.00

Holders of full scholarships are not exempt from the payment of Registration, Laboratory Fees, etc., at the time prescribed.

Payment of tuition and fees must be made by check or Postal Money Order for the proper amount payable to the School of Nursing Boston College, and sent to:

Office of the Treasurer
Boston College
Chestnut Hill, Mass. 02167

¹No transcript of academic records will be sent from the Office of the Registrar during the periods of Final Examinations and Registration.

²Uniform costs are quoted approximately at current rates. These uniforms are required at beginning of the second semester, first year.

³Required at the time of the Public Health Nursing Assignment.

Refunds

Fees are not refundable.

Tuition is refundable subject to the following conditions:

- a. NOTICE OF WITHDRAWAL MUST BE MADE IN WRITING AND DIRECTED TO:

Registrar, School of Nursing
Chestnut Hill, Massachusetts 02167

- b. The date of receipt of withdrawal notice will determine the amount of tuition refund.

If formal notice of withdrawal is received within two weeks of first class, a refund of 80% of tuition is made.

If formal notice of withdrawal is received within three weeks of first class, a refund of 60% of tuition is made.

If formal notice of withdrawal is received within four weeks of first class, a refund of 40% of tuition is made.

If formal notice of withdrawal is received within five weeks of first class, a refund of 20% of tuition is made.

No refunds are allowed after the fifth week of classes.

If the student does not elect to leave the resulting cash credit balance to his account, for subsequent use, he should notify the Treasurer in writing to rebate the cash balance on his account.

Any changes in tuition or fees are effective for all students at the beginning of the school year following publication.

The Trustees of Boston College reserve the right to change the rate of tuition and fees whenever such action is deemed necessary.

BASIC COLLEGIATE PROGRAM‡

**FIRST YEAR (for students entering September 1964)

	1st Sem. (per week)	2nd Sem. (per week)	Credits
Biology 1, 2—Anatomy and Physiology	2 hrs., 1 lab.	2 hrs., 1 lab.	6
Chemistry 1—Fundamentals of Chemistry	2 hrs., 1 lab.		3
Chemistry 2—Organic Chemistry		2 hrs., 1 lab.	3
English 1, 11—Rhetoric	3 hrs.	3 hrs.	6
*Theology 1—Theology	3 hrs.		3
Philosophy 3—Introductory Philosophy	3 hrs.		3
Sociology 35—Principles of Sociology	3 hrs.		3
Nursing 1—Introduction to Professional Nursing	1 hr.	3 hrs.	3
Nutrition 11—Nutrition		2 hrs.	2
Psychology 11—Interpersonal Relations		2 hrs.	2
Vacation	Three months		

SECOND YEAR—first semester (for students entering in September 1963)

	(per week)	Credits
Biology 21—Microbiology	3 hrs., 1 lab.	4
*Theology 2—The Existence and Essence of God. God the Creator	2 hrs.	2
Nutrition 11—Nutrition	2 hrs.	2
Philosophy 51, 52—Philosophical Psychology	3 hrs.	3
Physics 11—Physics	2 hrs., 1 lab.	3
Sociology 35—Principles of Sociology	2 hrs.	2
Nursing 2—Introduction to Professional Nursing	4 hrs.	2

*Not required for non-Catholic student.

**The complete revised program will be published in the 1965-1966 catalogue.

‡The School of Nursing reserves the right to alter any program or policy outlined in this Bulletin.

SECOND YEAR—*second semester**Credits*

Nursing 21—Comprehensive Nursing Care (Medical-Surgical)	12
Philosophy 53—General Ethics	3
*Theology 41—God the Redeemer	2
Vacation	Two months

THIRD YEAR—*first semester (for students entering in September 1962)**Credits*

Nursing 41—Comprehensive Nursing Care (Medical-Surgical)	11
Philosophy 54—Special Ethics	3
English 110—Literary Criticism	3

THIRD YEAR—*second semester*——FOURTH YEAR—*first semester*
(For students entering in September 1961)*Credits*

Nursing 51—Nursing in Long Term Illness	6
Nursing 61—Maternity Nursing	7
Nursing 71—Nursing of Children	7
Nursing 81—Psychiatric Nursing	7
Sociology 120—The Family	2
Philosophy 55—Contemporary Philosophy	3
Nursing 114—Principles of Management and Supervision	2
Elective	2-3

INTERSESSION

Nursing 106—Principles and Practice of Epidemiology	2
Psychology 101—Principles of Learning and Teaching	2
Vacation	Two months

FOURTH YEAR—*second semester**Credits*

*Theology 101—The Sacraments	2
Nursing 100—Foundations of Nursing	2
Nursing 103—Senior Nursing	6
Nursing 91—Introduction to Public Health Nursing	3
Nursing 91A—Field Instruction in Public Health Nursing	3
Nursing 95—Introduction to Public Health Science	2

*Not required for non-Catholic student.

ADDITIONAL INFORMATION FOR THE REGISTERED NURSE STUDENT WHO HAS MATRICULATED BY SEPTEMBER, 1965.

REQUIREMENTS FOR GRADUATION

The Bachelor of Science degree requires the completion of a minimum of 120 semester hours credit of satisfactory work. A minimum of 45 credits (3 semesters) must be earned in full-time study at the Boston College School of Nursing. Advanced credit will be given based on qualifying examinations.

For Catholic students there is an additional requirement of eight (8) semester hours in Theology.

A student from another college of approved standing may transfer to the Boston College School of Nursing. Transfer credit will be granted for those courses which are evaluated as comparable in content to courses required in the program of study.

SPECIAL STUDENTS

A mature student who desires to pursue certain courses without becoming a candidate for a degree may be admitted by the Committee on Admissions on presentation of evidence of ability to pursue the courses selected. Work done as a special student cannot count towards a degree unless the entrance requirements of the School of Nursing have been fulfilled, and all courses have had prior approval by a faculty adviser.

CLASS LOAD AND EMPLOYMENT

Students registered for twelve semester hours credit are considered full-time students. Full-time study is limited to seventeen semester hours during the first semester, and additional hours may be carried in subsequent semesters only after the student has demonstrated an ability to carry the extra responsibility.

A semester hour represents a lecture course which meets for fifty minutes duration once a week throughout a semester; or a laboratory course which meets for one hundred ten minutes duration once a week throughout a semester.

The number of hours of employment allowed for a full-time student will be determined by the scholastic standing and health of the student, and the type of work in which she is engaged.

Part-time students who are engaged in full-time employment are limited to a maximum of eight credits each semester.

CLASSES FOR PART-TIME STUDENTS

Each semester courses are offered by the School of Nursing in the late afternoon and evening to accommodate students unable to attend day classes. Information regarding these courses may be obtained within one month of the beginning of the semester. Information concerning general academic courses in the evening may be had by consulting the bulletin of Boston College Evening School.

INTERSESSION

An Interession is conducted by the School of Nursing for three weeks during the month of June. This session is an integral part of the College Year for students who wish to avail themselves of the accelerated program.

SUMMER SESSIONS

Boston College conducts a Summer Session at which students of the School of Nursing may enroll for academic courses. Prior approval for taking these courses must be obtained from the Registrar of the School of Nursing. Information regarding these courses may be obtained after April 15th, at which time the Bulletin of the Summer Session is available.

BACHELOR OF SCIENCE PROGRAM‡

GENERAL NURSING

SUGGESTED PATTERN (1964-1965)

FIRST YEAR

<i>First Semester</i>	<i>Credits</i>
English 1—Prose Composition	3
Philosophy 1-2—Logic and Epistemology	3
*Theology 1—Divinity of Christ	2
Biology 108—Microbiology	3
Psychology 40—Human Growth and Development	2
Psychology 11—Interpersonal Relations	2
Nursing 100—Foundations of Nursing	2

<i>Second Semester</i>	<i>Credits</i>
English 11—Rhetoric	3
Philosophy 21-22—Metaphysics	3
*Theology 21—God the Creator	2
Biology 151—Physiology	3
Psychology 101—Principles of Learning and Teaching	3
Elective	3

SECOND YEAR

<i>First Semester</i>	<i>Credits</i>
Philosophy 51-52—Philosophical Psychology	3
*Theology 41—God the Redeemer	2
English 110—Literary Criticism	3
Nursing 105—Nutrition	2
History 41—Survey of European Civilization	3
Nursing 114—Principles of Administration and Supervision....	2
Elective	2

<i>Second Semester</i>	<i>Credits</i>
Philosophy 53—General Ethics	3
*Theology 101—The Sacraments	2
Economics 31—Economics	2
Sociology 35—Principles of Sociology	2
History 42—Survey of European Civilization	3
Nursing 106—Principles and Practice of Epidemiology	2
Electives	4

‡The School of Nursing reserves the right to alter any program or policy outlined in this Bulletin.

*Not required for non-Catholic students.

THIRD YEAR

<i>First Semester</i>	<i>Credits</i>
Philosophy 54—Special Ethics	3
Nursing 91—Introduction to Public Health Nursing	3
Nursing 91A—Field Instruction in Public Health Nursing....	3
Nursing 95—Introduction to Public Health Science	2
Nursing 130—Nursing in Long Term Illness	5

General academic courses in English, History, Sociology, Art, etc.

Theory and practice in Public Health and Long Term Illness are offered in the final semester after all other requirements have been completed.

Advanced credits will be granted on the basis of an evaluation of the student's basic nursing program, and the results of qualifying examinations. This advanced credit does not become effective until a student is eligible for matriculation. One semester of full-time work, or its equivalent on a part-time basis, is necessary before the Committee on Admissions will review a student's credentials for matriculation.

When evaluation of a student's record indicates that there is a deficiency in any area of nursing, additional course credit must be earned in the area of deficiency. The following courses are offered as a means of obtaining this credit.

<i>Course</i>	<i>Credits</i>
Nursing 120—Medical and Surgical Nursing	3
Nursing 141—Maternal and Infant Nursing	3
Nursing 151—Psychiatric Nursing	2
Nursing 151a—Clinical Practice in Psychiatric Nursing	2

MASTER OF SCIENCE DEGREE FOR NURSES

The Boston College Graduate School offers a program leading to the degree of Master of Science to qualified nurses who have an acceptable generic baccalaureate degree in nursing. This program is accredited by the Accrediting Services of the National League for Nursing.

The aims of the Department of Nursing are to prepare young men and women to become proficient practitioners in the clinical area of their choice—medical-surgical nursing, maternal and child health, rehabilitation nursing and psychiatric nursing—efficient and imaginative teachers, able to assume the duties expected of responsible faculty members, skilled in the interpretation and application of significant research, and ready to take their rightful place among the leaders of the nursing profession.

In addition to these professional aims, the Department of Nursing shares with the other graduate schools of the University the belief that its graduates should be prepared to explore the relevance of theology and scholastic philosophy to contemporary problems, to appreciate the worth of the humanistic heritage of Western civilization, and be ready to assume their share of responsibility in transmitting it and continually advancing it.

A certain number of United States Public Health Service Traineeships (Title II) are available for eligible candidates.

For further information and application forms, write to the Dean of the Graduate School, Boston College, Chestnut Hill, Massachusetts 02167.

DESCRIPTION OF COURSES

GENERAL ACADEMIC

BIOLOGICAL AND PHYSICAL SCIENCES

BIOLOGY 1-2—ANATOMY AND PHYSIOLOGY

A study of the structure and function of the normal human body as a basis for learning the principles of nursing, hygiene and the medical sciences. Anatomical and physiological principles are emphasized in laboratory periods through use of laboratory animals, scientific models and histological preparations.

Two class periods and one laboratory period per week for two semesters.

Six semester hours credit.

BIOLOGY 21—MICROBIOLOGY

A study of micro-organisms and their relation to health and disease; effective methods of destruction; the application of serological and immunological principles to the needs of the nurse.

Application of the principles of this science to the field of sanitation is made. The discussion of water, milk, food sanitation and waste disposal is followed by field trips to local dairies, water purification and sewerage disposal plants.

Three class periods and one laboratory period per week for one semester.

Four semester hours credit.

BIOLOGY 108—MICROBIOLOGY

A study of micro-organisms and their relation to health and disease; the use of chemical and physical agents to inhibit their growth and action; the application of serological and immunological principles to the needs of the nurse. Environmental sanitation and safety are included.

Two class periods and one laboratory period per week for one semester.

Three semester hours credit.

BIOLOGY 151—PHYSIOLOGY

A study of fundamental biological principles as illustrated in the normal human body. Extensive study by demonstrations, physiological experiments and techniques of the principles of human physiology.

Three class periods per week for one semester.

Three semester hours credit.

CHEMISTRY 1—FUNDAMENTALS OF CHEMISTRY

A study of the basic chemical concepts, facts and principles which will make possible a better understanding of vital phenomena and which will serve as a basis for related learnings in the sciences and clinical subjects.

*Two class periods and one laboratory period per week for one semester.
Three semester hours credit.*

CHEMISTRY 2—ORGANIC CHEMISTRY

A course in which pertinent organic and biochemical laws and theories are examined. It includes a detailed study of the structure and metabolism of proteins, carbohydrates and fats.

*Two class periods and one laboratory period per week for one semester.
Three semester hours credit.*

CHEMISTRY 12—PRINCIPLES OF ORGANIC AND PHYSIOLOGICAL CHEMISTRY

A study of the principles of organic chemistry and physiological chemistry directed toward and including the structure and metabolism of carbohydrates, fats and proteins. Pertinent topics from fundamental inorganic and theoretical chemistry will also be included.

*Two class periods and one laboratory period per week for one semester.
Three semester hours credit.*

PHYSICS 11—PHYSICS

A survey of the fundamentals of physics, with special application to the techniques of nursing.

*Two class periods and one laboratory period per week for one semester.
Three semester hours credit.*

ENGLISH**ENGLISH 1—PROSE COMPOSITION**

The specific aim of this course is to teach correctness, clarity, and effectiveness in diction, and in the construction of sentences and paragraphs. This aim will be partly achieved through the reading and analysis of selected works of literature, but more especially through the student's own efforts in writing, including the composition of a term paper.

*Three class periods per week for one semester.
Three semester hours credit.*

ENGLISH 11—RHETORIC

The immediate aim is the understanding and achievement of traditional eloquence, which comprehends effective communication in all its forms; more particularly the ability to grasp, and to communicate in, the various literary forms of our time. The mastery of this basic rhetorical skill will be furthered by a study of texts from Aristotle to Jonathan Swift, to the present.

Three class periods per week for one semester.

Three semester hours credit.

ENGLISH 110—LITERARY CRITICISM

The purpose of this course is to develop a knowledge of the elements of literary criticism and judgment, especially in their application to specific works. Intensive reading will be done in significant novelists and dramatists, from Austin and Dickens to Shaw and Barrie.

Three class periods per week for one semester.

Three semester hours credit.

PHILOSOPHY

PHILOSOPHY 1-2—LOGIC AND EPISTEMOLOGY

The course in Logic aims to establish and inculcate the laws of correct reasoning by a scientific study of the term and the idea; the proposition and the judgment; the syllogism; the more common fallacies of expression and reasoning. The course in Epistemology examines the problem of the certitude of our cognitions. The nature and the sources of certitude and the criterion of truth are established. A defense of the Scholastic position of Moderate Realism is presented.

Three class periods per week for one semester.

Three semester hours credit.

PHILOSOPHY 3—INTRODUCTORY PHILOSOPHY

The course includes a) a survey of the principles of Logic; b) a study of reality based on the principles of metaphysics according to St. Thomas Aquinas.

Three class periods per week for one semester.

Three semester hours credit.

PHILOSOPHY 21-22—METAPHYSICS

A philosophical inquiry into the existence and attributes of God. The object of the course is to investigate the grounds for an intellectual assent from natural reason alone to the existence and attributes of God.

Three class periods per week for one semester.

Three semester hours credit.

PHILOSOPHY 51-52—PHILOSOPHICAL PSYCHOLOGY

A philosophical inquiry into the origin, nature and grades of life; vegetative, sentient, and rational. The philosophical study of human life, examining the sensitive, intellectual, and appetitive faculties of man with emphasis on the nature of human cognition and the freedom of the will. The application of psychological principles to data outside the area of theoretical psychology with special emphasis in the areas of nursing, education and life-adjustment.

Three class periods per week for one semester.

Three semester hours credit.

PHILOSOPHY 53—GENERAL ETHICS

A philosophical treatise on the principles of individual and social moral conduct. The natural law, the norm of morality and the formation of conscience. An application, then, of fundamental moral principles to specific problems. Man's rights and obligations in various circumstances which affect his conduct as an individual and as a social being.

Three class periods per week for one semester.

Three semester hours credit.

PHILOSOPHY 54—SPECIAL ETHICS

A philosophical, moral study applying the principles of morality to individual and particular ethical problems, including a specific study of nursing and medical ethics.

Three class periods per week for one semester.

Three semester hours credit.

PHILOSOPHY 55—CONTEMPORARY PHILOSOPHY

An epistemological survey of the philosophy of human knowledge, including a critical survey of such contemporary systems of thought as Subjectivism, Idealism, Pragmatism, and Logical Positivism.

Three class periods per week for one semester.

Three semester hours credit.

SOCIAL SCIENCES

ECONOMICS 31—PRINCIPLES OF ECONOMICS

Foundations of the science of economics; factors of production; the form of the business unit; price formation; value and the distribution of wealth and income; money and banking; applications to various problems.

Two class periods per week for one semester.

Two semester hours credit.

HISTORY 41, 42—SURVEY OF EUROPEAN CIVILIZATION

A survey of the chief factors in Christian civilization from the introduction of Christianity to contemporary times. The History of Nursing as it relates to this era will be integrated in the course.

Three class periods per week for two semesters.

Six semester hours credit.

PSYCHOLOGY 11, 12—INTERPERSONAL RELATIONS

These courses consider theoretical concepts basic to interpersonal relations in nursing and the tasks required for the continuing development of the person at successive stages of physical, emotional, and social growth. The first course is designed to aid in the development of self in relation to others, specifically the student and her classmates. The second course considers the relationship of the student to her patients and emphasizes the student's adjustment to society.

Two class periods per week for one semester.

Two semester hours credit.

PSYCHOLOGY 40—HUMAN GROWTH AND DEVELOPMENT

An introductory course concerned with the physical, emotional, psychological, social and spiritual development of the human being from conception through adolescence. Organization is around developmental stages and the associated developmental tasks.

Two class periods per week for one semester.

Two semester hours credit.

SOCIOLOGY 35—PRINCIPLES OF SOCIOLOGY

This course gives a systematic view of social life in its structural and dynamic aspects. Special consideration is given to those socio-cultural relationships, processes, and traits which are common to all classes of social phenomena.

Two or three periods per week for one semester.

Two or three semester hours credit.

SOCIOLOGY 120—THE FAMILY

An integrated survey of family phenomena. A scientific appreciation of the problems pertaining to the basic unit of organized society.

Two class periods per week for one semester.

Two semester hours credit.

PSYCHOLOGY 101—PRINCIPLES OF LEARNING AND TEACHING

This course is planned to help students acquire an understanding of basic psychological principles underlying the learning process and to utilize these principles in effective methods of teaching in nursing. The content of the course will remain close to realistic teaching-learning situations, providing the student with an opportunity to analyze the factors in creative learning experiences.

Two class periods per week for one semester.

Two or three semester hours credit.

THEOLOGY

THEOLOGY 1—THE DIVINITY OF CHRIST AND THE CHURCH OF CHRIST

This course investigates natural and supernatural revelations; miracles and prophecies as the guarantees of Revelation; the authenticity, integrity, reliability of the four Gospels; the Divinity of Christ; His Mission. Then a study is made of the apostolic college as an authentic and authoritative teaching and ruling body; the Primacy of Peter; the nature and character of Christ's Church; its marks; the application of these as a proof that the Catholic Church is the Church established by Christ.

Three class periods per week for one semester.

Three semester hours credit.

THEOLOGY 21—THE EXISTENCE AND ESSENCE OF GOD. GOD THE CREATOR

This course is a study of the nature of natural and supernatural Faith, its necessity and certainty; Sacred Scripture and Tradition as fonts of Revelation; the existence, essence and attributes of God; the Trinity; creation; Original Sin; the Immaculate Conception; Eschatology.

Prerequisite: Theology 1.

Two class periods per week for one semester.

Two semester hours credit.

THEOLOGY 41—GOD THE REDEEMER

This course is a study of the Mystery of the Incarnation and the Hypostatic Union; the nature of Redemption; the Merits of Christ; Mariology; the nature and necessity of Grace; different kinds of Grace.

Prerequisite: Theology 1 and Theology 21.

Two class periods per week for one semester.

Two semester hours credit.

THEOLOGY 101—THE SACRAMENTS

This course is a study of the Sacraments as a means of Grace; their nature and efficacy; Baptism; Confirmation; the Holy Eucharist as Sacrament and Sacrifice with a special treatment of the Sacrifice of the Mass. The Sacrament of Penance; Indulgences; Extreme Unction; Holy Orders; a special treatment of the Sacrament of Matrimony.

Two class periods per week for one semester.

Two semester hours credit.

NURSING**NURSING 1-2—INTRODUCTION TO PROFESSIONAL NURSING**

- (a) An introduction to the purpose of professional nursing and the functions of the professional nurse today. Consideration is given to the beginning adjustments—personal, ethical, and educational—to be effected by the student and the guiding principles which will assist her in these adjustments.
- (b) Observation and introductory classes and practice in the care of the patient in a clinical situation, designed to create a beginning awareness of the needs of the patient and his family at the time of illness. Laboratory practice in the skills associated with the nursing-care functions of the nurse will precede the clinical-learning experience.
- (c) The content of the Standard First Aid Course as outlined by the American Red Cross is covered with opportunities for practice.

One class period for the first semester of the Freshman year; three hours per week for the second semester.

Three semester hours credit.

NURSING 21—COMPREHENSIVE NURSING CARE (MEDICAL-SURGICAL)

Organized instruction and clinical learning experiences are planned to help the student to develop the concept of comprehensive nursing care of a person who becomes a patient because of a medical and/or surgical problem. Students are assisted in learning how to effectively plan for and administer this comprehensive care based on the understanding of scientific principles and on appreciation of the basic needs of the patient—the spiritual, intellectual, psychological, socio-economic, learning, physical and therapeutic. Consideration is given to the nurse's role in health teaching and in physical, drug and diet therapy.

The clinical areas in which directed learning takes place include the general medical and surgical hospital units, the operating room, the emergency and recovery room and the out-patient department.

Twelve semester hours credit.

NURSING 41—COMPREHENSIVE NURSING CARE (MEDICAL-SURGICAL)

Continuation of Nursing 21.

Eleven semester hours credit.

NURSING 51—NURSING IN LONG TERM ILLNESS

This course is planned to assist the student to acquire the understandings and skills necessary to care for patients with disease entities which are of a long term nature, emotionally and physically traumatic to the patient and family. Theory and practice are interrelated by means of selected experiences in a clinical situation. The socio-dynamic approach to nursing care, modern concepts in rehabilitation and the therapeutic role of the nurse in long term illness are emphasized.

Five or six semester hours credit.

NURSING 60—MATERNAL AND CHILD NURSING PROGRAM

This program consists of three closely-related learning experiences. Students having clinical experiences in Maternity Nursing and the Nursing of Children meet together in regularly scheduled classes to discuss content that is common to both areas.

NURSING 61—MATERNITY NURSING

This nursing experience is planned to assist the student to acquire a concept of family-centered maternity care. The student observes and participates in the care of mothers and infants throughout the maternity cycle and is assigned to care for one mother throughout this experience.

The course emphasizes childbirth as a normal physiological process; the future role of the student as a wife and mother; the contribution of research; and the role of community agencies in the improvement of maternal and infant care.

Seven semester hours credit.

NURSING 71—THE NURSING OF CHILDREN

This program provides opportunity for the study of the health problems of infants and children. Current trends in diagnosis and therapy guidance of patients and parents and coordination of resources is stressed. Correlated experience is arranged in meeting the physical and emotional needs of the individual child who is ill and in recognizing the impact of illness on the child and the family. Practice areas include selected divisions of the hospital and the out-patient department.

Seven semester hours credit.

NURSING 81—PSYCHIATRIC NURSING

The course in Psychiatric Nursing is designed to introduce the student of nursing to the basic principles and techniques underlying total care of a patient with a psychiatric condition. The course is planned so as to expand the psychological concepts studied in Interpersonal Relations and to enable the student to relate to patients with behavioral problems.

Seven semester hours credit.

NURSING 95—INTRODUCTION TO PUBLIC HEALTH SCIENCE

This course introduces the student to public health practice on local, county, state, federal and international levels. Emphasis is placed on the functions and activities of official and voluntary public health agencies at the state and local levels. It includes instruction in the principles of biostatistics, public medical care programs, environmental sanitation and current research in the field of public health.

Two semester hours credit.

NURSING 91—INTRODUCTION TO PUBLIC HEALTH NURSING

This course aims to broaden and deepen the student's concept of the significance of health in its broadest sense in the community; to increase her understanding of sound community organization for the improvement of family living; to develop beginning skills in solving community health problems; to further develop her awareness of the nurse as a contributing member of the public health team on local, county, state, federal, and international levels. It attempts to sharpen interviewing and counseling skills to aid the student in her work with families or other groups in the community.

Three semester hours credit.

NURSING 91A—FIELD INSTRUCTION IN PUBLIC HEALTH NURSING

Field practice in public health nursing is an integral part of the curriculum for which public health nursing faculty assume major responsibility. It is concurrent with courses in public health nursing and public health science. The public health nursing agency serves as a laboratory in which the student has an opportunity to integrate previous learning and increase her ability to give family health service.

Three semester hours credit.

NURSING 100—FOUNDATIONS OF NURSING

The orientation of the prospective graduate nurse to economic, social and educational trends, both past and present, and their influence on modern nursing. Nursing organizations and opportunities, legal and professional relationships and responsibilities are discussed. Guidance is offered in the development of a vocational plan, after careful analysis of interests, opportunities and qualifications.

Two semester hours credit.

NURSING 105—NUTRITION IN PUBLIC HEALTH

Emphasis is placed on current findings in nutrition research, food technology, advances on food marketing, and space nutrition. Nutrition problems are explored by study projects and field trips in the student's area of interest.

Two class periods per week for one semester.

Two semester hours credit.

NURSING 103—SENIOR NURSING

During this senior clinical experience the student has the opportunity to demonstrate her ability to utilize the understandings, skills and attitudes previously acquired in her basic courses. The experience includes planning, administering, managing, and evaluating nursing care for a number of patients within a clinical unit where the team nursing plan is utilized.

Six semester hours credit.

NURSING 106—PRINCIPLES AND PRACTICE OF EPIDEMIOLOGY

Basic concepts in epidemiology are presented with practical application taken from field experience. Epidemiology of both infectious and noninfectious diseases is discussed.

Two class periods per week for one semester.

Two semester hours credit.

NURSING 114—PRINCIPLES OF ADMINISTRATION AND SUPERVISION

An introduction to management, supervision and personnel relationships in nursing. The functions and the responsibilities of professional and non-professional personnel are studied. Team plan nursing is considered.

Two class periods per week for one semester.

Two semester hours credit.

NURSING 120—MEDICAL AND SURGICAL NURSING

This course is designed to improve the care of adult patients with medical and surgical conditions by increasing the nurse's understanding of the modern methods of treatment of such patients, including the spiritual, social, emotional, rehabilitative, and economic aspects of such treatment.

Three class periods per week for one semester.

Three semester hours credit.

NURSING 141—MATERNAL AND INFANT NURSING

This course aims to meet the needs of individual students who wish to acquire more knowledge about current thinking and practice in the area of maternal and child care. This includes a study of related community organizations and programs.

Three class periods per week for one semester.

Three semester hours credit.

NURSING 151—PSYCHIATRIC NURSING

This course will consider basic principles of psychic health.

Two class periods per week for one semester.

Two semester hours credit.

NURSING 151a—CLINICAL PRACTICE IN PSYCHIATRIC NURSING

Two semester hours credit.

NUTRITION

NUTRITION 11—NUTRITION

This course includes the elements of nutrition and cookery, food requirements and values are related to individual need. Budgeting, food purchasing, menu planning, selection, preparation and serving of basic foods are considered.

Field trips to foreign restaurants, market areas and community nutrition resources are included as the ethnic and socio-economic factors are considered.

Two class periods per week for one semester.

Two semester hours credit.

NUTRITION 13—INTEGRATED NUTRITION EXPERIENCE

Formal classes and selected learning experiences are integrated throughout the entire clinical program. In the medical and surgical area, students learn to plan standard diets for patients according to the health problems. In maternity nursing, she participates in group teaching in the prenatal clinic. In public health nursing practice, she learns to solve, with the help of consultants, community or family nutrition problems.

The program is planned to give the student a thorough understanding of her own nutritional needs, the nutritional needs of well people, and the modification needed for those with health problems.

THE EVENING COLLEGE OF
ARTS, SCIENCES AND BUSINESS
ADMINISTRATION



CHESTNUT HILL, MASSACHUSETTS 02167

THE EVENING COLLEGE OF ARTS, SCIENCES AND BUSINESS ADMINISTRATION



OFFICERS OF ADMINISTRATION

VERY REVEREND MICHAEL P. WALSH, S.J., Ph.D.
President

REVEREND CHARLES M. CROWLEY, S.J., A.M., M.S.
Dean

REVEREND BRENDAN C. CONNOLLY, S.J., B.S.L.S., Ph.D.
Director of Libraries

KATHARINE M. HASTINGS, A.M.
Registrar

JANET M. SCULLY, A.B.
Assistant to the Registrar

ACADEMIC COUNCIL

REVEREND CHARLES M. CROWLEY, S.J., A.M., M.S., *Chairman*

JOHN C. CONWAY, A.M., *Secretary*

Joseph R. Cautela, Ph.D.

Katharine M. Hastings, A.M.

John D. Donovan, Ph.D.

Rev. George F. Lawlor, S.J., Ph.D.

Albert M. Folkard, A.M.

John F. Norton, A.M.

Arthur L. Glynn, M.B.A., C.P.A.

Thomas H. O'Connor, Ph.D.

GENERAL INFORMATION

THE EVENING COLLEGE

The co-educational evening division of Boston College offers students who work during the day the opportunity to obtain college degrees of Associate in Arts, Bachelor of Arts and Bachelor of Science with major fields of concentration in Accounting, Economics, Education, English, General Business, History, Production and Social Sciences. The normal time taken by a full-time student for the completion of these degrees is three years for the degree of Associate in Arts and six years for the degree of Bachelor of Arts or Bachelor of Science. The six year program may be reduced to five years by those students who wish to take courses in the day summer school or in the evening summer session.

LOCATION AND FACILITIES

The Evening College is located on the main campus at University Heights, Chestnut Hill, Massachusetts.

The offices are situated on the first floor of Fulton Hall. When classes are in session, the office is open weekdays from 9:00 a.m. to 9:30 p.m. and on Saturdays from 8:45 to 11:45 a.m.

The facilities of both Bapst Library and the Business Administration Library are available to the students. Bapst Library hours are as follows: week days from 9:00 a.m. to 11:00 p.m.; on Saturdays from 9:00 a.m. to 5:00 p.m.; and on Sundays, for reading and reference purposes only, from 2:00 p.m. to 6:00 p.m. Business Administration Library hours are as follows: Monday through Thursday 8:30 a.m. to 10:00 p.m.; Fridays from 8:30 a.m. to 5:00 p.m.; Saturdays from 9:00 a.m. to 5:00 p.m.

FACULTY

The Faculty is composed of the Jesuit Fathers and associate lay professors.

REGULAR SESSION

From September to June classes are held each week-day evening except Saturday from 7:00 to 9:15 p.m. On Saturday, classes are conducted from 9:00 to 11:15 a.m. for those who wish to attend.

RELIGIOUS TRAINING

The religious training at Boston College consists first of all in a general Catholic atmosphere which permeates the College life.

It also takes the form of religious instruction given during class periods which form an integral element of the curriculum. The College

authorities believe that religious truths form a body of doctrines which are definite and certain and which may be taught and studied with as much exactness as Language or Philosophy and as scientifically as other branches of human knowledge. Hence the study of Theology is required of Catholic students and the courses in the evidence of Religion are conducted as lecture courses with class recitations, repetitions and examinations. The subject-matter of these courses is so arranged that during the college course the student sees the cycle of Catholic dogmatic and moral teachings. Opportunities are also offered to the student for retreats and various religious exercises conducted by the sodality.

COUNSEL AND CONSULTATION

Offices have been provided as consultation rooms. Students seeking spiritual counsel from a Priest of the Faculty or academic advice from any Professor or Chairman of Department may arrange at the central office for an appointment. Students may also arrange at the central office for appointments for consultation with the Dean or Registrar.

EDUCATIONAL GUIDANCE

In addition to the opportunities for general consultation with the Priests and Professors of the Faculty, the College maintains an educational guidance office to which a student may be referred. A director of guidance is in charge and by means of interviewing and tests may assist a student to a better individual adjustment to college life and work.

Guidance is available in the following areas: vocational choice, study habits, course selection, emotional problems that interfere with academic work. Students are requested to take advantage of the guidance program. Appointments may be made in the Office of the Registrar.

PLACEMENT

The Placement Office offers assistance in obtaining information about the nature and requirements of various business and industrial occupations as well as educational and professional positions. It also endeavors to learn of specific opportunities for permanent positions in these fields.

While the selection of a business position and the choice of a career must be left to the individual, the Office has information which enables it to assist the applicant in making an intelligent choice. Seniors are advised to avail themselves of the opportunity for guidance which is provided by the Placement Office.

THE STUDENT COUNCIL

The development of a mature spirit of student self-government is encouraged by the College. The Student Council is elected by the students, meets in regular sessions with the Dean and with his approval plans the student activities of the year.

ORIENTATION PROGRAM

In order to introduce the new students to the administration and to acquaint them with the facilities afforded at the Evening College, the Student Council offers an informal orientation evening at the beginning of the school year. At this time representatives from every class will be delegated to welcome the newcomers and to act as guides, directing them through the offices, the classrooms and the libraries as well as explaining the duties and responsibilities of each student.

SOCIAL ACTIVITIES

A social program of collegiate activities is encouraged by the College, and the Student Council provides such programs at the College campus at Chestnut Hill.

THE SODALITY OF THE IMMACULATE CONCEPTION

The Sodality of the Immaculate Conception is the leading spiritual organization in every Jesuit College and is composed of those students who seek first the personal sanctification of their own lives and secondly active participation in the work of Catholic Action.

THE BELLARMINE SPEAKERS' CIRCLE

This organization is open to those students interested in public speaking and debating.

ADMISSION REQUIREMENTS

GENERAL STATEMENT

In order to admit an applicant as a candidate for a degree, the Committee on Admissions must receive official documentary evidence that the student-applicant has successfully completed four (4) years of study in an approved secondary school and has been graduated with honorable dismissal by the school authorities with recommendations of good moral character. This testimony must reach the Registrar of the College by way of direct transit from the office of the Principal or Registrar of the secondary school from which the applicant has been graduated. Personal presentation of high school records by the applicant will not be accepted as a fulfillment of this requirement. In the event that the applicant has attended more than one high school, a transcript of his record in each of the schools attended must be submitted to the Registrar of the College in the manner above described. To satisfy entrance requirements the record of the candidate must show that a minimum of fifteen (15) high school units has been acquired in acceptable subjects.

ENTRANCE EXAMINATIONS

All applicants for admission to degree work at Boston College Evening College, with the exception of those candidates applying for admission from other colleges, in addition to satisfying the general entrance requirements, must successfully pass entrance examinations conducted by the College. These examinations are held in June and September of each year.

SECONDARY SCHOOL UNITS REQUIRED FOR THE A.B. OR THE B.S. PROGRAM

English	4
Algebra	1
Plane Geometry	1
History	1
*Modern Language	2
Other subjects (as listed)	6
	<hr/>
	15

*—Candidates who cannot present entrance units in any Modern Language may substitute credit in any of the subjects listed under Acceptable High School Units.

Students who have had no high school training in a modern language must begin one of the elementary courses which are offered in the following pages. Students who have had two years' study in high school should register for the intermediate courses in the same language. Students who have had more than two years of training in high school may register for advanced courses in the same language. All students may begin work in the elementary class of a language other than that which they studied in high school. The ten (10) required credits must be earned in the same modern language. Students enrolled in the Business Administration Program are not required to study a modern language.

ACCEPTABLE HIGH SCHOOL UNITS

A high school unit represents the satisfactory completion of a definite subject, e.g., English, which has been studied at least four hours a week for a full year comprising at least thirty-six weeks. A subject to which less time than this has been devoted, will be computed in proportionate fractions of a unit. Thus a course in History which has been studied only two hours a week for a full year, will be evaluated as constituting one-half ($\frac{1}{2}$) a unit in History. However, no credit will be given for a course which yields less than one-half a unit. The following is a list of acceptable high school units. The numerals indicate the maximum number of units acceptable in the specified subject.

English	4	Intermediate Algebra	1
American History	1	Plane Geometry	1
Ancient History	1	Solid Geometry	1½
English History	1	Plane Trigonometry	1½
European History	1	Commercial Arithmetic	1
Medieval History	1	Astronomy	1
Modern History	1	Biology	1
Civics	1	Botany	1
Government	1	Chemistry	1
Problems of Democracy	1	Physics	1
Greek	3	Zoology	1
Latin	4	General Science	1
French	3	Geography	1
German	3	Law	1
Italian	3	Mechanical Drawing	1
Spanish	3	Social Studies	1
Elementary Algebra	1		

ADMISSION PROCEDURE

1. Obtain a copy of the Boston College Evening College application, which will be provided on request.
2. Fill in properly and completely the information desired on pages 1 and 4 of this form.
3. Take the application form to your secondary school principal with the request that he:
 - a) fill in the information desired on pages 2 and 3.
 - b) mail the completed application form to the Registrar of the Evening College.

N. B. It is important that Secondary School Records come *directly* from the office of the principal to the Registrar of Boston College Evening College. Records brought by students will not be accepted as official.

SCHOLARSHIPS

THE MICHAEL J. HARDING, S.J. SCHOLARSHIP

In September, 1948, the Michael J. Harding, S.J. Scholarship was created. This is a full scholarship of six hundred dollars annually for six successive years, and was founded to honor the memory of Father Harding, former Dean of the Evening College.

This scholarship is to be awarded annually on the basis of competitive examinations. Scholarship candidates must signify their intention to stand for the competitive examinations and must fulfill all the requirements of Entrance Procedure as outlined in this catalogue, *previous* to the examinations. These examinations consist of a series of objective tests, designed to measure aptitude, achievement and reading comprehension.

The holder of a scholarship will be required to maintain a high rank for proficiency, diligence and good conduct. An average of 80 per cent must be attained by all who hold scholarships.

The decision of the Board of Admissions is final in determining the awarding of scholarships.

THE WILLIAM J. MCGARRY, S.J. SCHOLARSHIPS

Four scholarships at the Evening College of Arts, Sciences and Business Administration are known as the William J. McGarry, S.J., Scholarships.

These scholarships were founded to honor the memory of the Reverend William J. McGarry, S.J., former President of Boston College, an eminent educator and outstanding scholar.

One is a full scholarship of six hundred dollars annually for six successive years. Another is a one-half scholarship of six hundred dollars annually for the first three years. Two more of six hundred dollars each are to be awarded annually to students for their first year. Candidates for the William J. McGarry, S.J. Scholarships must meet the same requirements and follow the same procedure as outlined for the Michael J. Harding, S.J. Scholarship.

AWARDS

The following awards are made annually at Commencement:

Gold Medal: Donated by the Evening College Alumni in the memory of Reverend Daniel F. X. O'Connor, S.J. for the student who has been outstanding throughout his or her college career in both extra-curricular and scholastic activities.

Peter J. Lombard Medal: Donated by the Lombard family to the student who has attained the highest average throughout his or her college career.

Rev. Michael J. Harding, S.J. Medal: Presented to the Senior who in the judgment of the faculty has been outstanding in character, loyalty and scholarship.

Rev. Walter F. Friary, S.J. Medal: Awarded to that student who has attained the highest average in Philosophy throughout his or her college career.

Rev. George A. Morgan, S.J. Medal: Awarded to that student who has attained the highest average in Theology throughout his or her college career.

Joseph W. McGuinness Medal: Presented in memory of a former graduate of Boston College Evening College, to that member of the graduating class whose work in the Social Sciences has been outstanding.

Rev. Daniel F. X. O'Connor, S.J. Medal: Donated by Dr. Nathan E. Silbert to that member of the Sodality of the Immaculate Conception who best exemplifies its spirit of unselfish devotion to the underprivileged.

THE TOWER







LINDEN LANE



Harry M. Doyle Medal: Given in memory of a beloved professor to a student in the graduating class for excellence in all courses in the field of History and Government.

ADMISSION TO ADVANCED STANDING

Students who have pursued studies in duly accredited colleges may receive credit for their scholastic work, provided it has been done in acceptable subjects and is of high standard.

Admission to advanced standing will be conditioned by the following considerations:

1. A minimum of sixty (60) semester hours must be earned at Boston College to qualify the student for a Boston College degree. This is a minimum requirement; it is *not* a guarantee that the maximum amount of credit in transfer will be accepted in any particular case.

2. To be acceptable, credit must represent work which is applicable to a current curriculum at Boston College Evening College and must be equivalent in content and quality to the courses for which it is offered as a substitute.

3. Only courses in which the applicant has received a grade of at least C will be considered.

4. The maximum credit in transfer which can be allowed for one full year of work will be thirty (30) semester hours.

5. Allotment of credit in transfer will not be given until the student has earned twenty (20) semester hours of credit at Boston College Evening College.

An applicant for advanced standing must file the following:

1. An official transcript, including certificate of honorable dismissal, which must be forwarded to the Registrar of the Evening College by way of direct transit from the office of the Dean or Registrar of the College previously attended. Personal presentation of such records by the applicant will not be accepted as official.

2. An official and complete statement of entrance credits and conditions.

EDUCATION OF VETERANS

Boston College is approved by the Federal Government for the education and training of veterans under the veteran's law:

Public Law 550—82nd Congress - Veteran's Readjustment Assistance Act of 1952.

All veterans who are eligible for training under Public Law 550 are advised to consult the Dean regarding final vocational objective and degree desired before applying for benefits under this law. Veterans are personally responsible for all tuition and fees.

DEGREES

BACHELOR OF ARTS with major in Economics, English, History or Social Sciences.

BACHELOR OF SCIENCE with major in Accounting, Education, General Business or Production.

ASSOCIATE IN ARTS. This degree will be awarded to those who complete satisfactorily the first three years of the prescribed A.B. or B.S. programs.

SPECIAL STUDENTS

A limited number of applicants, who, either cannot meet the requirements for admission as regular students, or do not intend to apply their credits towards a degree, may be accepted as *special students*, at the discretion of the Committee on Admissions. Special students must take courses under the same standards and conditions as regular students.

AUDITORS

A limited number of persons who desire to register for particular courses without being candidates for a degree, may be admitted as *auditors*, at the discretion of the Committee on Admissions. Auditors are not required to take examinations, and collegiate credit will not be given for such work.

The fee for auditing a course is \$15.00 per semester hour. Auditors do not pay Library or Student Activity fees. *Auditors must make full semester payment of the tuition and all fees on the day of registration.* No refunds are made to auditors.

STUDENT RESPONSIBILITY

Each student has the responsibility of being thoroughly informed about the regulations of the College as outlined in this bulletin and other regulations and announcements posted on the College Bulletin Board in Fulton Hall.

REGISTRATION PROCEDURE

Formal registration takes place prior to *each* semester, and not merely once a year. The dates for registration appear in the calendar. For further clarification and efficiency, the student is mailed information concerning the procedure and date of registration for his or her particular class. Class slips and bill-forms obtained in the registration process are to be taken immediately to the Treasurer's Office in Gasson Hall. At the time of registration or before the first day of class, all are expected to pay all semester fees and tuition. The class slips which contain the name and course number for each course for which the student is registered must be stamped in the Treasurer's Office before the first class and presented to each professor. Such endorsement indicates the complete fulfillment of all financial obligations.

ANNUAL EXPENSE REQUIREMENTS

GENERAL FEES

Each course per semester hour credit	\$ 30.00
Prescribed group program for full time students (each year)	600.00
Auditors, per semester hour	15.00
Registration: First registration	5.00
Subsequent registration (per academic year)	2.00
Late registration	5.00
Student Activity Fee (per academic year)	5.00
Change of Course Fee	10.00
Change of Subject Fee	5.00

SPECIAL FEES

Entrance Examinations	5.00
Transcripts*	1.00
Laboratory Fees:	
Language (per semester)	5.00
Science (per semester)	15.00
Statistics (per semester)	5.00
Graduation: Bachelor's degree	10.00
Associate in Arts degree	10.00

(Fees are not refundable)

*—No transcripts will be sent from the Registrar's Office during periods of Semester Examinations and Registration.

Payments:

All fees and one-half the annual tuition are due and payable in full at time of registration. Payments may be made at the Treasurer's Office, Gasson Hall, Campus.

Please make all checks payable to: Boston College Evening College.

Holders of scholarships are not exempt from the payment of Registration, Student Activity and Laboratory fees at the time prescribed.

Auditors are required to pay the full semester tuition and all fees at the time of registration. No refunds are made to auditors.

Special students who register for more than five semester hours credit are required to pay the Student Activity fee.

Any arrangements for payments of tuition other than that listed must be approved by the Treasurer of Boston College and no student will be admitted to either the mid-term or final examinations unless all financial obligations have been satisfied. A fee of \$5.00 will be charged for each absentee examination.

Tuition is refundable subject to the following conditions:

A. NOTICE OF WITHDRAWAL MUST BE MADE IN WRITING AND DIRECTED TO:

Registrar
Evening College
Fulton Hall, Boston College
Chestnut Hill, Massachusetts 02167

B. The date of receipt of withdrawal notice will determine the amount of tuition refund.

If formal notice of withdrawal is made within two weeks of first classes a refund of 80% of tuition is made.

If formal notice of withdrawal is received within three weeks of first classes a refund of 60% of tuition is made.

If formal notice of withdrawal is received within four weeks of first classes a refund of 40% of tuition is made.

If formal notice of withdrawal is received within five weeks of first classes a refund of 20% of tuition is made.

No refunds are allowed after the fifth week of classes. If the student does not elect to leave the resulting cash credit balance to his account for subsequent use, he should notify the Treasurer in writing to rebate the cash balance on his account.

The final date for withdrawal from first semester classes is December 19, 1964. The final date for withdrawal from second semester classes is April 24, 1965.

Students who fail to take final examinations in courses from which they have not withdrawn in writing on or before the above specified dates will incur a deficiency in the courses in question.

Class Card Certification:

At the time of registration the student is presented with class slips for each course taken. These slips must be certified by the Treasurer before the student will be allowed to attend classes. Certification of class slips is obtained at the time of registration and only at the time of full tuition payment.

APPROVAL OF PROGRAMS

Students enrolled at Boston College Evening College as candidates for a degree must follow a curriculum prescribed by the College.

Such students will not be permitted to follow courses in any other college at the same time without the permission of the Dean. Those who are not candidates for a Boston College degree are not included in this proscription.

CLASS ATTENDANCE

Attendance at all classes is obligatory. Credit for a course may be denied to a student who has absented himself from classes totalling more than twice the number of credits allotted to the course.

GRADING SCALE

The grading system consists of twelve categories, as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E. A is excellent; B is good; C is satisfactory; D is passing but unsatisfactory; E is failure.

DEGREES WITH HONORS

The degrees of Bachelor of Arts with Honors and Bachelor of Science with Honors are awarded in three grades; with Highest Honors (*summa cum laude*), with High Honors (*magna cum laude*), and with Honors (*cum laude*). At least (60) credits must be earned at Boston College Evening College to establish eligibility for a degree with honors.

THE DEAN'S LIST

The Dean's List, published at the end of each semester, ranks students according to their averages for that semester in three groups: First Honors, Second Honors and Third Honors.

EXAMINATIONS

Written examinations are held at the close of each semester on the subject matter completed in that semester. Students who have not received a passing grade in class work, tests, recitations, and assigned readings, incur a deficiency, and are not eligible to take the semester examination in the course.

Students who are absent from examinations may be permitted to take an absentee examination with the Dean's approval provided a certified and acceptable reason for the absence is filed with the Dean within one week of the incurred absence. In addition, they must file an official application to take the absentee examination and pay a fee of \$5.00.

SCHOLASTIC STANDING

Degree students with three failures in any semester will be dropped from the College register. Students falling below a C- average will be placed on probation. A cumulative average of at least C- is required for graduation.

Official reports of the semester grades will be mailed to each student. Grades will not be announced to the students either privately or publicly by professors without the permission of the Dean.

TRANSCRIPTS OF RECORDS

Official transcripts of records cannot be given to students or graduates, but must be mailed directly to institutions or persons considering the applicant for admission or employment. The first transcript is furnished free. A fee of one dollar is charged for each additional copy. No transcripts are issued during examination or registration periods.

FIELDS OF CONCENTRATION

In order to give unity to elective studies, the student should select one elective branch as a Major or Field of Concentration. In this decision the main factor should be the student's prospective vocation in life. When this choice has been made, twenty (20) semester hours of instruction must be taken in the same subject. The remaining credits allowed in the elective field may be taken in the same subject or in subjects so closely allied as to form a well unified field. These courses must be of advanced undergraduate calibre.

This arrangement of elective studies will equip the student to continue graduate studies in his chosen field. In all cases it is to be plainly understood that whatever a student's Major may be, he is always obliged to follow the basic curriculum prescribed for the Bachelor's degree.

The following departments afford advanced undergraduate courses in which the Major Field of Concentration may be chosen:

Accounting	English	Production
Economics	General Business	Social Sciences
Education	History	

PROGRAM OF STUDIES

The following pages list in detail the programs required for each degree at Boston College Evening College. It will be noticed that, whatever the Major Elective Field may be, there is a basic Liberal Arts "core curriculum" program required of all degree students.

THE LIBERAL ARTS COURSES

The ideal of a Liberal Arts education is to give a person a genuinely rounded educational background underlying his specialized field of elective study. American experiments in excessive electivism have already made it evident that such a background is desirable and necessary if a college graduate is to have the type of culture that is needed for an appreciation of the finer things of life and the trained mind and mature judgments that are required for successful advancement in any business or profession. Accordingly, the Liberal Arts core curriculum at Boston College Evening College includes in each program such basic Liberal Arts subjects as English Composition and Rhetoric, World Literature, History, Fundamental Sociology and Economics, and Philosophy and Theology. The student is thus trained to express himself clearly, correctly and forcefully; to understand human nature and its problems from his study of great literature; to make judgments in the light of the wisdom, experience and mistakes of the past which he has learned from his courses in history; to understand the basic structure of the society in which he lives from his study of Government, Economics and Sociology; to think clearly with a mind trained in Logic; and to have a clear knowledge of ultimate religious and moral values from his courses in Theology and Philosophy. Upon this solid foundation of a truly rounded and harmonious education the student proceeds to build the specialized knowledge of his chosen elective field which comprises the other half of his college program.

MAJORS

ACCOUNTING. The curriculum for students majoring in Accounting is designed primarily to meet the requirements fixed by the laws of the various states for those who intend to practice as Certified Public Accountants. The subjects covered in the American Institute of Accountants Examination form the basis of the Accounting Elective Field.

While the Accounting courses have been planned primarily for those who intend to enter public practice, they also have great value for those who seek entrance into any field of business activity. In fact, some knowledge of Accounting is generally considered a pre-requisite for success in almost any field of Business and the basic courses in Accounting are also required for the elective fields of Finance, General Business and Management.

ECONOMICS. The Economics Department offers a variety of courses for students interested in majoring in Economics. This elective field may prepare a student to become a professional economist through graduate study; or it may be used as a practical background for the study of law or further study in some special branch of Economics such as Labor or Industrial Relations. Among the elective courses offered in this field are such subjects as General Economics, Labor Economics, Accounting, Finance, Money and Banking, Industrial Relations, Government and Industry, and Public Finance.

EDUCATION. The specific purpose of the Education major, to be achieved in a manner consonant with the broader university goals, is to prepare young men and women for the teaching profession. Over sixty percent of the curriculum is devoted to traditional liberal arts subjects. From courses in Literature, Science, History, Art and Music, Philosophy and Theology, the student should acquire a breadth of vision which will enable him to see his own role in the light of moral, social and cultural, as well as professional perspectives. Balancing this program of liberal arts studies, the Education major offers a professional curriculum in teacher education.

ENGLISH. English has always been considered the mainstay of a Liberal Arts program. An elective program in this field introduces the student to much of the great literature of the English language. The electives are arranged so that the student will become familiar with some of the great works of each literary period. Thus the elective offerings include such subjects as the Contemporary American Novel, Shakespeare, the English Novel, Victorian Literature, Modern British Literature and the English Romantic Movement. The English program is also designed to give the student a background for graduate study as many of the English students plan on teaching careers.

GENERAL BUSINESS. As we have mentioned above, this elective field requires the basic courses in Accounting as a foundation. The other subjects that make up this elective field are taken largely from the fields of Management and Marketing and include such courses as Marketing, Management, Advertising, Retailing, Statistics, Administrative Policies, Insurance, and Business Law. These subjects are carefully selected to give the best balanced introduction to the field of General Business Administration.

HISTORY. The sequence of courses in the Major Field of History prepares the student for the following objectives: law, foreign service, government administration, graduate study in History, teaching of History and Social Studies, business where specific business courses are not required and journalism in public affairs. Recommended related courses are Principles of Economics and Accounting.

PRODUCTION. The objective of the Department of Industrial Management is two-fold: to provide a working knowledge of the production function of business from the point of view of the businessman who is responsible for the successful management of its organization, operation, and control; and to impart an appreciation of the problems faced by top-level management and a sound philosophy that may be utilized in their solution.

SOCIAL SCIENCES. The Major field of Social Sciences is designed to give a rounded view of contemporary society from an economic and social viewpoint. The program embraces the broader courses of Economics and Sociology, and forms an excellent background for an intelligent liberal arts view of modern life. It includes such courses as Fundamental Sociology, Principles of Economics, Criminology, Social Problems, Social Ethics, The Family, Government and Industry, Labor Problems and International Relations.

PRE-LEGAL. Most Law Schools prefer that there should be no specific under-graduate pre-legal program that undertakes to teach law expressly through such courses as "Business Law," "Commercial Law" or "Corporation Law." Law School authorities advise a sound pre-legal liberal arts education. Students may meet the academic requirements for admission to Law School upon the satisfactory completion of any of the degree programs at Boston College Evening College with a major Elective field in any of the electives listed above.

DEGREE REQUIREMENTS

The following tables represent the number of semester hours credit which must be acquired in each subject of the prescribed curriculum for the degree of Bachelor.

The normal time for completion of the prescribed program is six years, with twenty semester hours credit per year. This time may be reduced to five years by those wishing to take advantage of the Summer Day Session or the Summer Evening Session.

BACHELOR OF ARTS
(Major: *Economics, English,
History and Social Sciences*)

Subject	Credits
Philosophy	20
English	10
Classics or Social Science	10
History: European History	10
History: United States	5
Modern Language	10
Mathematics	5
Science	5
Theology	10
Field of Concentration	20
Related Subjects	15
Total	120

BACHELOR OF SCIENCE
(Major: *Education*)

Subject	Credits
Philosophy	20
English	10
Social Science	10
History: European History	10
History: United States	5
Modern Language	10
Mathematics	5
Science	5
Theology	10
Field of Concentration	20
Related Subjects	15
Total	120

BACHELOR OF SCIENCE
(Major: *Accounting*)

Philosophy	20
English	10
History	5
Modern Language or Social Science	10
Mathematics	5
Theology	10
Economics	10
Finance	5
Law	5
Accounting	30
Related Subjects	10
Total	120

BACHELOR OF SCIENCE
(Major: *General Business,
and Production*)

Philosophy	20
English	10
History	5
Modern Language or Social Science	10
Mathematics	5
Theology	10
Economics	10
Finance	5
Law	5
Related Subjects and Field of Concentration	40
Total	120

Students are awarded the degree of Associate in Arts after the completion of the first three years (60 credits) of any degree program provided the degree is terminal. The 60 credits must be earned in three years and there must be no deviation from the prescribed program.

CURRICULUM

THE CORE CURRICULUM FOR THE FOLLOWING FIELDS OF
CONCENTRATION

ECONOMICS
EDUCATION

ENGLISH
HISTORY

SOCIAL SCIENCES

FIRST YEAR

First Semester

Second Semester

English Composition	2½	Poetry	2½
Classics or Social Science*	2½	Classics or Social Science*	2½
Modern Language	2½	Modern Language	2½
European History, 35	2½	Divinity and Church of Christ	2½

SECOND YEAR

Rhetoric	2½	Rhetoric	2½
Latin or Social Science*	2½	Latin or Social Science*	2½
Modern Language	2½	Modern Language	2½
European History, 36	2½	God the Creator	2½

THIRD YEAR

Logic	2½	Logic	2½
European History, 37	2½	European History, 38	2½
God the Redeemer	2½	Elective	2½
Elective	2½	Elective	2½

FOURTH YEAR

General Metaphysics	2½	Special Metaphysics	2½
Mathematics	2½	Mathematics	2½
Sacraments	2½	Elective	2½
Elective	2½	Elective	2½

FIFTH YEAR

Philosophical Psychology I	2½	Philosophical Psychology II	2½
Science	2½	Science	2½
Elective	2½	Elective	2½
Elective	2½	Elective	2½

SIXTH YEAR

General Ethics	2½	Special Ethics	2½
American Civilization**	2½	American Civilization	2½
Elective	2½	Elective	2½
Elective	2½	Elective	2½

*Candidates for the Bachelor of Science degree in Education must enroll in the Social Science course. Candidates for the Bachelor of Arts Degree have a choice of Classics or Social Science.

**History Majors must choose the American Civilization course as an elective in the third year.

THE CORE CURRICULUM FOR FIELDS OF CONCENTRATION IN BUSINESS ADMINISTRATION

I. ACCOUNTING

FIRST YEAR

<i>First Semester</i>		<i>Second Semester</i>	
English Composition	2½	Poetry	2½
Principles of Accounting	2½	Principles of Accounting	2½
Mathematics	2½	Mathematics	2½
Social Science or Modern Language*	2½	Divinity and Church of Christ	2½

SECOND YEAR

Rhetoric	2½	Rhetoric	2½
Principles of Economics	2½	Principles of Economics	2½
Intermediate Accounting	2½	Intermediate Accounting	2½
Social Science or Modern Language	2½	God The Creator	2½

THIRD YEAR

Logic	2½	Logic	2½
Advanced Accounting I	2½	Advanced Accounting II	2½
Money and Banking	2½	Money and Banking	2½
God The Redeemer	2½	Social Science or Modern Language	2½

FOURTH YEAR

General Metaphysics	2½	Special Metaphysics	2½
Cost Accounting	2½	Cost Accounting	2½
Introduction to Management	2½	Principles of Marketing	2½
Sacraments	2½	Social Science or Modern Language	2½

FIFTH YEAR

Philosophical Psychology I	2½	Philosophical Psychology II	2½
Tax Accounting	2½	Auditing	2½
Finance	2½	Advanced Accounting III	2½
Elementary Business Law	2½	Elementary Business Law	2½

SIXTH YEAR

General Ethics	2½	Special Ethics	2½
Accounting Problems	2½	Administrative Policies	2½
Statistics	2½	Statistics	2½
American Civilization	2½	American Civilization	2½

* Students who elect a language must consult with the Registrar concerning certain adjustments in their schedules.

II.

GENERAL BUSINESS

PRODUCTION

FIRST YEAR

First Semester

English Composition	2½
Principles of Accounting	2½
Mathematics	2½
Social Science or Modern Language*	2½

Second Semester

Poetry	2½
Principles of Accounting	2½
Mathematics	2½
Divinity and Church of Christ	2½

SECOND YEAR

Rhetoric	2½
Principles of Economics	2½
Intermediate Accounting	2½
Social Science or Modern Language	2½

Rhetoric	2½
Principles of Economics	2½
Intermediate Accounting	2½
God The Creator	2½

THIRD YEAR

Logic	2½
Introduction to Management	2½
Money and Banking	2½
God The Redeemer	2½

Logic	2½
Principles of Marketing	2½
Money and Banking	2½
Social Science or Modern Language	2½

FOURTH YEAR

General Metaphysics	2½
Finance	2½
Elementary Business Law	2½
Sacraments	2½

Special Metaphysics	2½
Elective	2½
Elementary Business Law	2½
Social Science or Modern Language	2½

FIFTH YEAR

Philosophical Psychology I	2½
American Civilization	2½
Elective	2½
Elective	2½

Philosophical Psychology II	2½
American Civilization	2½
Elective	2½
Elective	2½

SIXTH YEAR

General Ethics	2½
Statistics	2½
Elective	2½
Elective	2½

Special Ethics	2½
Statistics	2½
Administrative Policies	2½
Elective	2½

* Students who elect a language must consult with the Registrar concerning certain adjustments in their schedules.

DESCRIPTION OF COURSES

ACCOUNTING

AC 1—ELEMENTARY ACCOUNTING I.

This course acquaints the student with the basic principles necessary for an understanding of the books and records of business. The complete bookkeeping cycle is studied in detail; journalizing, posting, closing the books and the preparation of the financial statements.

First semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

AC 2—ELEMENTARY ACCOUNTING II.

A continuation of Elementary Accounting I. Accounting for the mercantile and manufacturing operations of the individual proprietorship, the partnership and the corporation.

Second semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

AC 21-22—INTERMEDIATE ACCOUNTING.

The first semester continues the theory and practice of corporation accounting with special problems; actuarial science; problems of valuation of current assets; consignments; installment sales, etc. The second semester consists largely of the valuation of tangible and intangible fixed assets; investments; liabilities; funds and reserves; comparative statements; statement of application of funds; analysis of working capital; miscellaneous ratios and profit and loss analysis. Prerequisite: Ac 1, Ac 2.

Two semesters

Five semester hours credit

Thursday—7:00 - 9:15 p.m.

AC 31—ADVANCED ACCOUNTING I.

This course presents such specialized phases of financial accounting as installments, consignments, liquidation of partnership, insurance and fire loss.

First semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

AC 32—ADVANCED ACCOUNTING II.

A sequel to Advanced Accounting I with emphasis on accounting for estates and trusts, mergers and consolidations.

Second semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

AC 41-42—MANAGERIAL COST ANALYSIS AND CONTROL.

This course provides a complete coverage of cost techniques as related to material, labor and manufacturing expense. Each topic is approached from the viewpoint of what management may expect and secure from a particular cost method and how cost information can be used in directing business activities in forming policies and in projecting future operational plans.

Two semesters

Five semester hours credit

Friday—7:00 - 9:15 p.m.

AC 51—ADVANCED ACCOUNTING III.

This course emphasizes consolidation, mergers, refinancing and statement analysis.

Second semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

AC 52—ACCOUNTING PROBLEMS.

This course continues the subject matter of accounting 51 and studies the field of financial accounting.

First semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

AC 111—AUDITING.

This course presents auditing theory and procedure. Subjects discussed are as follows: professional ethics, relationship with the client, typical audits, the preparation of working papers and reports. The first term emphasizes the audit of cash, receivables, securities and inventories.

Second semester

Two and one-half semester hours credit

Thursday—7:00 - 9:15 p.m.

AC 121—TAX ACCOUNTING.

This course presents a comprehensive study of Federal and Massachusetts tax laws and the reports and accounting records required thereby. Constant practice in the application of tax principles to specific problems is sustained throughout the course. Included subjects are exclusions, inclusions, capital gains and losses, and deductions.

First semester

Two and one-half semester hours credit

Thursday—7:00 - 9:15 p.m.

CLASSICS

GK 101-2—GREEK LITERATURE IN TRANSLATION.

A survey in English translation of masterpieces of Greek literature from Homer to the Hellenistic Age.

Two semesters

Five semester hours credit

Tuesday—7:00 - 9:15 p.m.

ECONOMICS

EC 21—PRINCIPLES OF ECONOMICS I.

Foundation and basic concepts and terms of the Science of Economics and its relation to Ethics; factors of production; forms of the business enterprise; price formation under various market situations; functional and personal distribution of income; large scale organization; combination, monopoly and unfair competition.

First semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

Thursday—7:00 - 9:15 p.m.

Saturday—9:00 - 11:15 a.m.

EC 22—PRINCIPLES OF ECONOMICS II.

Trade unions, unemployment, social security; money, banking, business cycles; Government borrowing and creation of national income; public finance; agricultural and transportation problems; interregional and international trade, international economic policy.

Second semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

Thursday—7:00 - 9:15 p.m.

Saturday—9:00 - 11:15 a.m.

EC 31-32—MONEY AND BANKING.

This course considers basic monetary and banking concepts, theories of the value of money, principles of commercial banking, bank reserves and the limitations of deposit creation.

Two semesters

Five semester hours credit

Wednesday—7:00 - 9:15 p.m.

Friday—7:00 - 9:15 p.m.

EC 61—ECONOMIC STATISTICS I.

This course presents a discussion of the theory and statistical techniques best adapted to the needs of business. Constant references are cited from all phases of business activity. This course includes laboratory work.

First semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

Friday—7:00 - 9:15 p.m.

EC 62—ECONOMIC STATISTICS II.

This course follows Economic Statistics I and emphasizes the practical use of statistical technique through constant application of these techniques to actual business problems. This course includes laboratory work.

Second semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

Friday—7:00 - 9:15 p.m.

EC 101-102—INTERMEDIATE ECONOMIC THEORY.

The purpose of this course is to give an understanding of the theoretical patterns of analysis of the pricing of commodities and factors of production, of the behavior of firms and households, and of the allocation of resources under a free price system.

Two semesters

Five semester hours credit

Monday—7:00 - 9:15 p.m.

EC 140—LABOR ECONOMICS.

After a discussion of the history and present organization of unionism, a detailed study is made of the following topics; union-management cooperation; various theories of wages; economic implications of collective bargaining; and the evolution of public policy toward unionism.

Second semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

EC 159—THE CHURCH AND THE ECONOMIC SOCIETY.

This course examines economic society and the diverse social relations to which economic life gives rise in the light of Christian teaching on man and society. Specific topics include: needs of man, labor, ownership of property, capital, exchange, price, the market, enterprise and industry, trade unions and management, national and international economy, and the state.

Second semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

EC 171—INTERNATIONAL TRADE.

This is an analytical and institutional introduction to the field of international trade, payments, and commercial policy. The first part of the course outlines the fundamental theories of the nature of international specialization. This will be followed by an analysis of the sources and correction of disequilibria in the balance of payments and exchange rates. The course will deal with such current issues as the role of government intervention and the formation of customs unions.

First semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

EDUCATION**ED 101-102—PHILOSOPHY OF EDUCATION.**

This course considers fundamental educational problems: the nature of the learner, the agencies responsible for education, the rights of parents, Church and State regarding education, and the philosophical aspects of curriculum and methodology.

Two semesters

Five semester hours credit

Friday—7:00 - 9:15 p.m.

ED 114-115—TEACHING METHODS AND CURRICULUM MATERIALS IN THE ELEMENTARY SCHOOL.

A unified presentation of the teaching techniques and subject areas of the elementary school curriculum, with principal emphasis on areas other than the Language Arts.

Two semesters

Five semester hours credit

Wednesday—7:00 - 9:15 p.m.

ED 116—CHILD GROWTH AND DEVELOPMENT.

A course designed to help prospective elementary school teachers to understand and guide the physical, mental, social and emotional development of children from infancy through adolescence.

Second semester

Two and one-half semester hours credit

Thursday—7:00 - 9:15 p.m.

ED 118-119—TEACHING METHODS AND CURRICULUM MATERIALS IN
THE SECONDARY SCHOOL.

A presentation of the methods and practices appropriate to secondary school teaching.

Two semesters

Five semester hours credit

Wednesday—7:00 - 9:15 p.m.

ED 141—EDUCATIONAL PSYCHOLOGY.

The psychological study of the nature, characteristics and operative forces of learning. The course is designed to provide for the prospective teacher a solid psychological basis for classroom methodology.

First semester

Two and one-half semester hours credit

Thursday—7:00 - 9:15 p.m.

ED 166—TEACHING READING AND LANGUAGE ARTS IN THE
ELEMENTARY SCHOOL.

A study of the language arts curriculum with emphasis upon the teaching of reading in the primary and elementary grades.

First semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

ED 168—TESTS AND MEASUREMENTS.

The major problems of educational measurements, with emphasis on the characteristics, administration, scoring and interpretation of formal and informal tests with practical application to classroom use.

Second semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

ENGLISH

EN 1—PROSE COMPOSITION.

A study and analysis of the basic principles of prose composition. Frequent written exercises based on the precepts and readings studied in class will be required of the students.

First semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

EN 2—THE STUDY OF POETRY.

A basic study of the principles and techniques of poetry with emphasis on the understanding and humanistic appreciation of poems.

Second semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

EN 21—THE ART OF RHETORIC I.

A further study of English prose composition. Frequent exercises illustrating the principles and readings discussed in class will be required of the student.

First semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

EN 22—THE ART OF RHETORIC II—PUBLIC SPEAKING.

A continuation of English 21 with emphasis on the application of the principles of rhetoric in practical public speaking. Selected plays of Shakespeare will also be read in class with emphasis on oral delivery.

Second semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

EN 100-101—SURVEY OF ENGLISH LITERATURE.

This survey introduces the student to the major authors and themes of English literature, from the beginnings of Old English and medieval works to modern times. The first semester will bring the survey up to and including Shakespeare, while the second semester will deal with material from the seventeenth to the twentieth century.

Two semesters

Five semester hours credit

Wednesday—7:00 - 9:15 p.m.

EN 102-103—SURVEY OF AMERICAN LITERATURE.

A chronological account of the major developments of American literature, from the time that a national literature began to emerge in colonial times down to an account of the most recent developments, is the subject of this course. The first semester will present materials of the 18th and early 19th centuries; the second semester will deal with late 19th and 20th centuries.

Two semesters

Five semester hours credit

Friday—7:00 - 9:15 p.m.

EN 106—THE ENGLISH NOVEL.

The varieties, development and major concerns of the novel will be the subject of this course, with special emphasis given to the experimental novel, the literary backgrounds of the novel as an art form.

First semester

Two and one-half semester hours credit

Friday—7:00 - 9:15 p.m.

EN 117—THE CONTEMPORARY AMERICAN NOVEL.

This course will study the contemporary American novel from the Thirties to the present day. The emphasis will be divided between form and content, but the major concern will be with subjects and themes which illustrate the American predicament and the relationship of forms and techniques to such subjects and themes.

Second semester

Two and one-half semester hours credit

Friday—7:00 - 9:15 p.m.

EN 145-146—SHAKESPEARE.

A careful study of selected comedies and tragedies. This course emphasizes the development of Shakespeare's dramatic art and the plays as literature.

Two semesters

Five semester hours credit

Wednesday—7:00 - 9:15 p.m.

EN 151-152—THE ENGLISH ROMANTIC MOVEMENT.

Studies in the preromanticism of Burns, Cowper, and Blake and in the history of English romanticism as reflected in the works of Wordsworth, Coleridge, Byron, Keats, and Shelley.

Two semesters

Five semester hours credit

Saturday—9:00 - 11:15 a.m.

EN 154-155—VICTORIAN LITERATURE.

A study of the major novelists and poets of the Victorian period with special attention given to the historical backgrounds of the age.

Two semesters

Five semester hours credit

Wednesday—7:00 - 9:15 p.m.

EN 185-186—MODERN BRITISH LITERATURE.

A survey of the literary movements in English from 1880 to the present. The influential novelists, playwrights, poets, and literary critics will be considered.

Two semesters

Five semester hours credit

Monday—7:00 - 9:15 p.m.

FINANCE

FIN 41—CORPORATION FINANCE.

A general course which aims to acquaint the student with the problems of acquiring and administering the funds of a modern business. The forms of business organizations; the instruments of corporate finance. The work of the promoter; the several instruments used for obtaining funds; the problems of expansion and reorganization.

First semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

FIN 101-102—FINANCIAL MANAGEMENT OF CORPORATIONS.

This course is designed for advanced work in the management of corporate funds. The principles and techniques of measuring and achieving money needs, and the liquidation of debts are emphasized. Corporate financial problems treated extensively include consideration of working capital, investments and financial budgets.

Two semesters

Five semester hours credit

Wednesday—7:00 - 9:15 p.m.

FINE ARTS

FINE ARTS 50—THE VISUAL ARTS IN WESTERN CULTURE.

A study of the nature and significance of the visual arts in Western society and a consideration of selected works, the artists responsible for their production, and the patrons, against a background of the high points of the great epochs from the Prehistoric to the Contemporary.

Second semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

FINE ARTS 165—MODERN MUSIC.

A study of the development of music during the last century, including the classical, popular and jazz productions, with consideration given to some of the problems of the composers and performers.

First semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

GOVERNMENT

GV 121-122—COMPARATIVE MODERN GOVERNMENTS.

This course comprises a study of the principal European governments. Emphasis is placed on the present day structure and functions of these governments, as well as on their historical origins.

Two semesters

Five semester hours credit

Friday—7:00 - 9:15 p.m.

HISTORY

Hs 35-36—EUROPEAN CIVILIZATION TO 1648.

This course is a survey of the Christian Era from the introduction of Christianity to the Peace of Westphalia.

Both Hs 35 and Hs 36 are offered first semester as follows:

Hs 35 (*Two and one-half semester hours credit*)

Friday—7:00 - 9:15 p.m.

Hs 36 (*Two and one-half semester hours credit*)

Friday—7:00 - 9:15 p.m.

(Hs 36 is repeated the second semester)

Hs 37-38—EUROPEAN CIVILIZATION SINCE 1648.

This course continues the survey of Europe from the Peace of Westphalia to contemporary times.

Two semesters

Five semester hours credit

Tuesday—7:00 - 9:15 p.m.

Hs 41-42—HISTORY OF AMERICAN CIVILIZATION.

A survey of the history of American civilization from the period of colonization to the present.

Two semesters

Five semester hours credit

Tuesday—7:00 - 9:15 p.m.

Thursday—7:00 - 9:15 p.m.

Hs 73—EUROPEAN POLITICAL AND SOCIAL HISTORY, 1917-1950.

Particular attention will be given to the rise of Fascism in Italy, Nazism in Germany, and Communism in Russia.

Prerequisite: Hs 35-36 and Hs 37-38, or their equivalent.

First semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

Hs 74—EUROPEAN DIPLOMACY, 1917-1950.

The diplomatic relations between the major European powers from the Bolshevik Revolution to World War II are studied in detail.

Prerequisite: Hs 35-36 and Hs 37-38, or their equivalent.

Second semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

Hs 91-92—HISTORY OF IRELAND.

A survey of Irish civilization from the pre-Christian Gaelic period to the present.

Prerequisite: Hs 35-36 and Hs 37-38, or their equivalent.

Two semesters

Five semester hours credit

Tuesday—7:00 - 9:15 p.m.

Hs 121—THE RENAISSANCE.

The meaning of the term Renaissance in the context is the Italian Renaissance chiefly. The approach is through a consideration of important figures in literature, education, and philosophy as well as in political theory.

Although not required, a reading knowledge of Latin and Italian is desirable.

Prerequisite: Hs 35-36 and Hs 37-38, or their equivalent.

Second semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

Hs 157—THE RISE OF EUROPEAN NATIONALISM: 19TH CENTURY.

The influence of nationalism in Western Europe and the role of national sentiment in international affairs during the nineteenth century.

First semester

Two and one-half semester hours credit

Saturday—9:00 - 11:15 a.m.

Hs 158—THE RISE OF EUROPEAN NATIONALISM: 20TH CENTURY.

A study of the manner in which nationalism and national consciousness have been affected by the growth of internationalism during the twentieth century.

Second semester

Two and one-half semester hours credit

Saturday—9:00 - 11:15 a.m.

Hs 161—ORIGINS OF AMERICAN FOREIGN POLICY.

The course of American international relations from the foundation of the Republic to the mid-nineteenth century.

First semester

Two and one-half semester hours credit

Saturday—9:00 - 11:15 a.m.

Hs 162—THE UNITED STATES AS A WORLD POWER.

America's increasing involvement in world affairs in the late nineteenth century and the search for security in the twentieth century.

Second semester

Two and one-half semester hours credit

Saturday—9:00 - 11:15 a.m.

Hs 167—AMERICAN NATIONALISM IN THE 19TH CENTURY.

An intellectual, cultural and political approach to nationalism from Alexander Hamilton to Theodore Roosevelt.

First semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

Hs 168—AMERICAN NATIONALISM IN THE 20TH CENTURY.

An intellectual, cultural and political approach to nationalism from Theodore Roosevelt to the present.

Second semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

LAW**LAW 41—ELEMENTARY BUSINESS LAW I.**

A brief introductory survey of the nature and sources of law. The law of contracts, including offer and acceptance, consideration, competent parties, illegality, fraud, mistake and duress, and performance and discharge.

First semester

Two and one-half semester hours credit

Friday—7:00 - 9:15 p.m.

LAW 42—ELEMENTARY BUSINESS LAW II.

The law of sales, including transfer of property between buyer and seller, warranties, remedies. The law of negotiable instruments, including creation of negotiable instruments, negotiations, holder in due course, real and personal defenses, liabilities of parties and discharge.

Second semester

Two and one-half semester hours credit

Friday—7:00 - 9:15 p.m.

LAW 106—REAL ESTATE.

An examination of principles and practices relating to the ownership, management and transfer of real estate including the various interests in land, quitclaim and warranty deeds, recording statutes, title examination, fixtures, easements, restrictions, liens, leases, mortgages, appraisals, and other rights and duties incidental thereto. (Required for those concentrating in Finance.)

Second semester

Two and one-half semester hours credit

Thursday—7:00 - 9:15 p.m.

LAW 111—INSURANCE.

A survey of the various types of insurance including life, accident and health, fire, casualty, public liability, inland marine, automobile, bonds, and other miscellaneous coverages with particular emphasis upon their value and applicability to typical business situations. (Required for those concentrating in Finance.)

First semester

Two and one-half semester hours credit

Thursday—7:00 - 9:15 p.m.

MARKETING

Mk 21—PRINCIPLES OF MARKETING.

The fundamental principles underlying marketing; the essential operations and institutions involved in the distribution of commodities; buying habits, patronage attitudes, and their effect on merchandising policies; sales promotion efforts and the use of advertising by manufacturers, wholesalers and retailers.

Second semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

Mk 127—PRINCIPLES OF SALESMANSHIP.

A study of the fundamentals and technique of modern salesmanship. Emphasis is placed on a personal sales presentation together with a personal critique.

First semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

Mk 128—MARKETING RESEARCH.

Current economic thought applied to marketing. The scientific method and its application to market research; planning the investigation, the gathering of data, their interpretation and the conclusions to which they point; sampling methods; the various types of surveys. Emphasis is on individual research guided by the study of actual market surveys made for both local and national organizations.

Second semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

Mk 130-131—EFFECTIVE COMMUNICATION AND PUBLIC RELATIONS.

This course explores the semantics, the sociological and the psychological backgrounds involved in cultivating favorable attitudes between institutions and employees, dealers, customers, stockholders, legislators, educators, and the community, and affords practice in the tools and methods required to accomplish this. The course seeks to develop a capacity to organize and engineer agreement and consent between an organization and its various publics.

Two semesters

Five semester hours credit

Wednesday—7:00 - 9:15 p.m.

MATHEMATICS

MT 41-42—COLLEGE MATHEMATICS.

The essentials of College Algebra, Trigonometry, and Analytic Geometry.

Two semesters

Five semester hours credit

Thursday—7:00 - 9:15 p.m.

Friday—7:00 - 9:15 p.m.

Saturday—9:00 - 11:15 a.m.

MODERN LANGUAGES

FR 1-2—ELEMENTARY FRENCH I AND II.

A study of the essentials of French grammar and phonetics with exercises in reading and writing. The oral, conversational approach to the language is emphasized. Students enrolled in this course are required to use the language laboratory.

Two semesters

Five semester hours credit

Thursday—7:00-9:15 p.m.

FR 21—INTERMEDIATE FRENCH I.

A review of the essentials of French grammar, phonetics, and idiomatic constructions. Translation of French prose into idiomatic English. Students enrolled in this course are required to use the language laboratory.

First semester

Two and one-half semester hours credit

Thursday—7:00 - 9:15 p.m.

FR 22—INTERMEDIATE FRENCH II.

Representative short stories will be translated and discussed in class. Emphasis will be placed on correct idiomatic translation and on literary appreciation. Students enrolled in this course are required to use the language laboratory.

Second semester

Two and one-half semester hours credit

Thursday—7:00 - 9:15 p.m.

FR 31-32—ADVANCED FRENCH I AND II.

The objective of this course is to increase facility in reading and translation. A brief, intensive review of grammar and vocabulary is provided in the first two to three meetings. A text is used which presents selections from the more prominent modern authors whose writings span the fields of society, economics, religion, politics, education and various other areas of French culture. Pertinent background references are used as supplementary material.

Two semesters

Five semester hours credit

Thursday—7:00 - 9:15 p.m.

FR 41—SURVEY OF FRENCH LITERATURE I.

A study of the literature of France from the Renaissance to the eighteenth century with readings from representative authors.

First semester

Two and one-half semester hours credit

By arrangement.

FR 42—SURVEY OF FRENCH LITERATURE II.

A study of the literature of France from the eighteenth century to the twentieth century.

Second semester

Two and one-half semester hours credit

By arrangement.

GERMAN

GR 1-2—ELEMENTARY GERMAN I AND II.

A course for beginners. An intensive training in grammar, suitable reading exercises and elementary composition. Students enrolled in this course are required to use the language laboratory.

Two semesters

Five semester hours credit

Saturday—9:00 - 11:15 a.m.

GR 21-22—INTERMEDIATE AND ADVANCED GERMAN.

Grammar and syntax; readings of historical and narrative prose; composition and conversation in simple form. Students enrolled in this course are required to use the language laboratory.

Two semesters

Five semester hours credit

Saturday—9:00 - 11:15 a.m.

SPANISH

SP 1—ELEMENTARY SPANISH I.

A thorough study of the fundamentals of Spanish grammar, syntax and pronunciation. Exercises in reading and writing. Students enrolled in this course are required to use the language laboratory.

First semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

SP 2—ELEMENTARY SPANISH II.

A continuation of Spanish I with emphasis on the verb and more advanced exercises in reading and composition. Students enrolled in this course are required to use the language laboratory.

Second semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

SP 21—INTERMEDIATE SPANISH I.

An advance from Elementary Spanish to the finer points of Spanish grammar and to more advanced reading assignments. Students enrolled in this course are required to use the language laboratory.

First semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

SP 22—INTERMEDIATE SPANISH II.

Readings in Spanish literature. Representative short stories will be read and discussed in class. Emphasis will be on fluency in translation. Students enrolled in this course are required to use the language laboratory.

Second semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

SP 31—ADVANCED SPANISH I.

A discussion of the Spanish drama from its origin to the Romantic Period with special emphasis on the dramatists of the Siglo de Oro. A representative Romantic drama will be translated and discussed in class.

First semester

Two and one-half semester hours credit

By arrangement.

SP 32—ADVANCED SPANISH II.

A study of modern Spanish drama. Representative modern plays will be translated and discussed in class.

Second semester

Two and one-half semester hours credit

By arrangement.

PHILOSOPHY

PL 1—MINOR LOGIC.

A fundamental course in Philosophy. As an introductory course, its purpose is to train the student in the mechanics of thought and make him familiar with principles of correct reasoning. To this end a study will be made of the major activities of the mind,—the Simple Apprehension, the Judgment and the process of reasoning. Frequent exercises in syllogistic reasoning will be required of the student.

First semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

Wednesday—7:00 - 9:15 p.m.

PL 2—MAJOR LOGIC.

A philosophical study and defense of human knowledge. A critical examination of various theories of knowledge; the nature, sources and criteria of Truth; the study of the sources of certitude, and the defense of the Scholastic position of Moderate Realism against the Skeptical Kantian and Idealist schools.

Second semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

Wednesday—7:00 - 9:15 p.m.

PL 21—GENERAL METAPHYSICS.

An introductory course that deals with the object of metaphysics and the notions of existence, substance and cause.

First semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

Thursday—7:00 - 9:15 p.m.

Saturday—9:00 - 11:15 a.m.

PL 22—SPECIAL METAPHYSICS.

A consideration of the four causes, and the proofs for God's existence.

Second semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

Thursday—7:00 - 9:15 p.m.

Saturday—9:00 - 11:15 a.m.

PL 51—PHILOSOPHICAL PSYCHOLOGY I.

A philosophical study of the origin, nature and grades of life. The distinction between vegetative, sentient and rational life. The human soul.

First semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

Wednesday—7:00 - 9:15 p.m.

PL 52—PHILOSOPHICAL PSYCHOLOGY II.

A philosophical study of human life; the sensitive, intellectual and appetitive faculties of man with emphasis on the nature of human cognition and the freedom of the human will.

Second semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

Wednesday—7:00 - 9:15 p.m.

PL 53—GENERAL ETHICS.

A philosophical treatise on the principles of individual and social moral conduct.

First semester

Tuesday—7:00 - 9:15 p.m.

Thursday—7:00 - 9:15 p.m.

PL 54—SPECIAL ETHICS.

An application of fundamental moral principles to specific situations. Man's rights and obligations in various circumstances which affect his life as an individual and as a social being.

Second semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

Thursday—7:00 - 9:15 p.m.

PL 111—HISTORY OF PHILOSOPHY.

A study of the major trends and movements in the history of Western philosophical thought with emphasis on the making of the modern mind.

First semester

Two and one-half semester hours credit

Friday—7:00 - 9:15 p.m.

PL 124—SURVEY OF MODERN EUROPEAN PHILOSOPHY.

Scientific outlooks and methods: Descartes, Locke and Hume, Kant, Hegel, Comte, Marx, Bergson.

Second semester

Two and one-half semester hours credit

Friday—7:00 - 9:15 p.m.

PRODUCTION

MG 21—INTRODUCTION TO INDUSTRIAL MANAGEMENT.

The factors of production are studied through an examination of raw materials supply, plant location and layout, power and labor. Attention is given to control of quality, waste, cost and raw materials. Product development, introduction, planning and scheduling are considered.

First semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

MG 31—INDUSTRIAL PROCUREMENT.

The procurement through purchase of the material, supplies and equipment necessary for the conduct of the business unit. Centralization versus decentralization of the purchasing function, purchasing budgets, make or buy, the measurement of purchasing efficiency and some legal aspects of purchasing.

First semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

MG 41—PERSONNEL MANAGEMENT.

The development and retention of an efficient and contented working force. Consideration is given to such topics as the construction and use of occupational descriptions, sources of labor, application, forms, interviews, testing, training, introduction to job, job analysis, classification, evaluation, service rating, wage plans and policies.

First semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

MG 53—PRODUCTION CONTROL.

Production forecasting, control through production budgets, material specifications, routing of operations and processes, plant layout, plant safety, dispatching, quality and inventory control, problems of classification and identification in a production control system, relationship between the production control department and other departments.

Second semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

MG 57—ELECTRONIC DATA PROCESSING.

An introduction to the theory and methodology of electronic data processing. Emphasis is on concepts of programming rather than proficiency in the art of programming. Description of stored program digital computer with magnetic tape input-output, binary decimal, octal numbering systems; special data processing languages (e.g. FACT, COBOL) describing, analyzing, flow-charting, and programming of a typical business data processing application.

First semester

Two and one-half semester hours credit

Tuesday—7:00 - 9:15 p.m.

MG 111—HUMAN RELATIONS.

The general purpose of this course is to aid the student in acquiring an administrative viewpoint in analyzing business problems treating human relations. Specific cases will be discussed in class and the student will evaluate complex business situations involving them, technical and economic factors.

Second semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

MG 161—ADMINISTRATIVE POLICIES.

Administrative policy is one of the primary instruments of coordination and control. The interrelationships of the functions of a business and the problems that arise within the organization which require top-management action for their solution receive constant attention. The case method of instruction is used throughout the course.

Second semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

PSYCHOLOGY

PSY 11-12—INTRODUCTION TO PSYCHOLOGY.

An introduction to the field of modern psychology. Designed to give students not majoring in psychology a basic understanding of human behavior.

Two semesters

Five semester hours credit

Thursday—7:00 - 9:15 p.m.

PL 143—PSYCHOLOGY OF PERSONALITY.

A study of the nature, development, theories of and methods for investigating personality.

First semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

PSY 156—INTRODUCTION TO CLINICAL PSYCHOLOGY.

Emphasis is placed upon the general principles of human nature that can be derived from the study of the abnormalities. Evidence concerning causation and the problems of treatment are considered.

First semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

PSY 158—SOCIAL PSYCHOLOGY.

The principles of psychology applied to the individual in the social situation. Investigation of special topics of groups and cultures, attitudes, group and crowd behavior, cooperation, leadership, social learning and motivation.

Second semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

SCIENCE

BI 51-52—GENERAL BIOLOGY.

In the first semester, the anatomy and physiology of representative vertebrates correlated with the human are treated. A survey of the invertebrates and divisions of the plant kingdom comprises the second semester part of the course. The course consists of lectures and laboratory work.

Two semesters

Five semester hours credit

Thursday—7:00 - 9:15 p.m.

GE 11—PHYSICAL GEOLOGY.

The physical constituents and structure of the Earth's crust are discussed. Those geologic processes, especially mountain building and erosion, are considered as to the effects on the surface and the interior of the Earth.

Two lectures and one-hour laboratory period per week for one semester.

First semester

Two and one-half semester hours credit

Thursday—7:00 - 9:15 p.m.

GE 12—HISTORICAL GEOLOGY.

Age, origin, and history of the Earth to the present are considered. The physical processes are presented in a time reference and the fossil record is used to verify the development of plant and animal life within this time plan.

Two lectures and one one-hour laboratory period per week for one semester.

Second semester

Two and one-half semester hours credit

Thursday—7:00 - 9:15 p.m.

SOCIAL SCIENCES

SC 1-2—FUNDAMENTAL SOCIOLOGY.

A study of the nature of man, taking cognizance of the findings of other sciences, whether scientific or philosophical. Social facts discovered are interpreted in the light of Catholic Ethics and Theology. Man's social life is studied with the realization of his obligations to himself, his neighbors and God.

Two semesters

Five semester hours credit

Tuesday—7:00 - 9:15 p.m.

Thursday—7:00 - 9:15 p.m.

SC 31—AMERICAN SOCIAL THOUGHT I

This course will treat the pre-Civil War period and stress the various social and philosophic movements which influences American social thought.

First semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

Saturday—9:00 - 11:15 a.m.

SC 32—AMERICAN SOCIAL THOUGHT II.

This course will cover the period from the Civil War to the present and will discuss such movements as Imperialism, Isolationism and modern influences on social thought.

Second semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

Saturday—9:00 - 11:15 a.m.

SC 51-52—CURRENT SOCIAL PROBLEMS.

A study of important social problems in the United States. The lectures will be devoted to an analysis of the various causes and contributing factors which produce conditions hostile to the social welfare of the country. An appreciation of the difficulties to be faced and of the measures adopted by society for the solution of these problems will be the aim of the course.

Two semesters

Five semester hours credit

Tuesday—7:00 - 9:15 p.m.

SC 117—CRIMINOLOGY.

The characteristics, causes, and treatment of criminal behavior. Special attention to changes in the organization of penal institutions, probation, and parole services.

First semester

Two and one-half semester hours credit

Thursday—7:00 - 9:15 p.m.

SC 126—METHODS OF SOCIAL RESEARCH.

Theory and methods in social research, research designs and techniques. Exercises in selected research procedures.

First semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

SC 147—THE METROPOLITAN COMMUNITY.

The historical emergence of metropolitan areas, their description, and the analysis of their problems and significances for social processes and institutions are examined.

Second semester

Two and one-half semester hours credit

Thursday—7:00 - 9:15 p.m.

SC 188—SOCIOLOGY OF AMERICAN CATHOLICISM.

Analysis of American Catholicism as a sub-cultural system. Survey of major historical, demographic, and institutional features and critical examination of contemporary processes.

Second semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

THEOLOGY

TH 12—THE DIVINITY OF CHRIST AND THE CHURCH OF CHRIST.

This course investigates natural and supernatural revelation; miracles and prophecies as the guarantees of Revelation; the authenticity, integrity, reliability of the four Gospels; the Divinity of Christ; His Mission. Then a study is made of the apostolic college as an authentic and authoritative teaching and ruling body; the Primacy of Peter; the nature and character of Christ's Church, its marks; the application of these as a proof that the Catholic Church is the Church established by Christ.

One semester course

Second semester

Two and one-half semester hours credit

Thursday—7:00 - 9:15 p.m.

Friday—7:00 - 9:15 p.m.

TH 31—GOD THE CREATOR.

This course is a study of the natural and supernatural Faith, its necessity and certainty; Sacred Scripture and Tradition as fonts of Revelation; the existence, essence and attributes of God; the Trinity; Creation; Original Sin; the Immaculate Conception; Eschatology.

One semester course

Second semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

Friday—7:00 - 9:15 p.m.

TH 41—GOD THE REDEEMER.

This course is a study of the Mystery of the Incarnation and the Hypostatic Union; the nature of Redemption; the Merits of Christ; Mariology; the nature and necessity of Grace; different kinds of Grace.

One semester course

First semester

Two and one-half semester hours credit

Wednesday—7:00 - 9:15 p.m.

Thursday—7:00 - 9:15 p.m.

TH 51—THE SACRAMENTS.

This course is a study of the Sacraments as a means of Grace; their nature and efficacy; Baptism; Confirmation; the Holy Eucharist as Sacrament and Sacrifice with a special treatment of the Sacrifice of the Mass. The Sacrament of Penance; Indulgences; Extreme Unction; Holy Orders; a special treatment of the Sacrament of Matrimony.

One semester course

First semester

Two and one-half semester hours credit

Monday—7:00 - 9:15 p.m.

Wednesday—7:00 - 9:15 p.m.

THE GRADUATE SCHOOL OF ARTS AND SCIENCES



CHESTNUT HILL, MASSACHUSETTS 02167

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on

ADMISSIONS AND AWARDS

The Dean of the Graduate School

and

Chairmen of Departments

and,

For Foreign Students,

The Foreign Student Advisor

INTRODUCTORY

The Boston College Graduate School was established by the Society of Jesus to promote the development of specialized study and professional academic research under Catholic auspices. It is dedicated to the cultivation of scholarship in all of its aspects: the acquisition of full and exact knowledge within a specific discipline; the original and methodical investigation of problems or of lacunae in knowledge; the collection, organization, and interpretation of data drawn from primary and important secondary sources; the communication of informed and discriminating judgments in clear and cogent papers and oral reports. As a specifically Catholic graduate school, it bases its moral and spiritual values, where these are properly involved in the formation of opinions and conclusions, upon Christian philosophy and theology.

The Graduate School is administered by the Dean, who is assisted by an academic council and by the chairmen of all departments granting graduate degrees. All matters concerning admission, credits (including credits offered in transfer), assistantships or fellowships, and general requirements are referred to the Dean, who, in turn, consults with the Committee on Admissions for recommendations on admission to particular courses of study. Graduate classes are conducted at the Chestnut Hill campus of Boston College, with the following major exceptions: The courses in Geophysics are conducted at the Weston College Seismological Station, the courses in Nursing Education make use of the appropriate institutions of the community, and the graduate courses in the School of Philosophy are taught at Weston College.

Offering a wide range of courses in several disciplines and programs leading to the master's and doctoral degrees, the Graduate School invites inquiries and applications for admission from qualified college graduates who wish to pursue a regular program of advanced studies, or who wish to attend as special, non-degree students. Requests for information not provided in the following pages and for application forms should be addressed to:

Office of the Graduate School of Arts & Sciences
Boston College, Gasson 102
Chestnut Hill, Massachusetts 02167

Foreign students who need special assistance with the problems attendant upon entering an American university may secure the information and aid that they require by addressing their questions to:

Prof. Weston M. Jenks
Foreign Student Advisor
Boston College, Gasson 114
Chestnut Hill, Massachusetts 02167

Foreign students should note that the deadline for their applications is March 15.

Preliminary inquiries may be made in person, if an applicant so wishes, at the office of the Graduate School, located in Gasson 102. It should be noted, however, that:

1. The office of the Graduate School is open from 8:45 to 4:45 Monday through Friday: it is closed on legal holidays, holy days, Good Friday, and all Saturdays, which are not days of registration.

2. No conference with Graduate School officials or departmental chairmen may be held during Christmas and Easter vacations, during June prior to Summer Session registration, or between the close of Summer Session and registration for the September term. During these times all communication must be by mail.

GRADUATE SCHOOL OFFERINGS

PROGRAMS AND DEGREES

The Boston College Graduate School of Arts and Sciences offers programs of study leading to the degrees of Doctor of Philosophy, Doctor of Education, Master of Arts, Master of Science, Master of Education, Master of Arts in Teaching, and Master of Science in Teaching; and to a Certificate of Advanced Educational Specialization. The various degrees are conferred as follows:

Doctor of Philosophy, by the departments of Biology, Chemistry, Economics, Education, History, and Physics;

Doctor of Education, by the department of Education;

Master of Arts, by the departments of Classical Languages, Economics, English, History, Mathematics, Modern Languages (French and Spanish), Philosophy, Political Science, Psychology, and Sociology;

Master of Science, by the departments of Biology, Chemistry, Geophysics, Nursing, and Physics;

Master of Education, by the department of Education;

Master of Arts in Teaching and *Master of Science in Teaching*, jointly by the department of Education and the department of the student's specialization, which may be any one of the departments of arts or sciences respectively, except that of Philosophy.

Certificate of Advanced Education Specialization, by the department of Education.

Courses in the regular programs may also, where the subject matter permits, be audited (taken without academic credit) and are open under certain conditions to students who are not degree candidates.

MASTER'S PROGRAM

REQUIREMENTS FOR DEGREES OF MASTER OF ARTS, MASTER OF SCIENCE, AND MASTER OF EDUCATION

Acceptance: All candidates for a master's degree must be graduates of an approved college, with a good general collegiate average and eighteen (18) semester hours of superior-quality upper division work in their proposed area of study. When a candidate's general average is satisfactory, but the number of prerequisites falls short of the prescribed eighteen credits, the remaining prerequisites may be earned in the graduate school by achieving a grade of B in courses approved for this pur-

pose. Where there is some doubt about a candidate's scholastic record, the candidate may be accepted conditionally. His performance will then be evaluated after the first semester of course work or after a minimum of six credits have been earned.

Course credits: A minimum of thirty graduate credits are required for each master's degree. No formal minor is required. A limited number of credits may be taken—but only with major departmental approval—in a closely related minor for which the candidate is qualified. Graduate work completed at other *approved* institutions may be offered in partial fulfillment of the course requirements with the approval of the Chairman of the Department and the Dean. Not more than six transfer credits may be accepted; and these are accepted conditionally until a minimum of one semester of graduate work has been completed. A student who receives transferred credits is not hereby exempted from any part of the comprehensive examination.

Foreign Language Requirement: (see p. 350 for Modern Language Requirement).

Comprehensive Examinations: Before any master's degree or certificate is awarded, the candidate must pass a comprehensive examination in his graduate course work. Normally a student may take this examination only after having satisfied the language and course requirements. At the option of the department concerned, this examination may be oral, written, or both. Eligibility for admission to the examination is determined by the Graduate School office with the advice of the departmental chairman: the permission will be issued when it has been established that the candidate has satisfied all the necessary requirements.

Comprehensive examinations are ordinarily given towards the end of each semester and at the end of summer session. Well in advance of the appropriate time, the qualified candidate should consult with the department chairman about the general nature of the examination. He should then notify the Graduate School office of his intention to take the examination. Information about the specific date, place, and time of examination will be later supplied by the chairman's office.

The results of the examinations are communicated by mail. A candidate who fails to pass may take the examination again at the next, or a later, examination period. If he fails the second time, he forfeits all his graduate credits: to this rule there are no exceptions.

Any complaints arising from the conduct of these examinations must be referred in writing to the department chairman, whose decision is final.

Thesis: With the exceptions noted below, a thesis is required for each research M.A. and M.S. degree. It may be a research thesis, a critical thesis or a learned bibliographical thesis. These choices, however, may be narrowed by departmental requirements.

Each thesis is to be done under the supervision of an assigned thesis director, and must be approved by him and by one other reader assigned by the department. In doubtful cases, a third reader is required. In the preparation of the thesis, the style regulations peculiar to each department and those common to the Graduate School should alike be observed.

Two typed copies of each thesis must be bound and submitted to the Graduate School office at the prescribed time: these should include the original and first carbon copies: a student who does not wish to attend to the binding of the thesis himself, may file the completed, *approved*, and *signed* unbound copies of his thesis at the Graduate Office on or before the date specified in the academic calendar, accompanied by the proper fee. The submitted theses become the property of Boston College, and permission to publish them in their original or modified form must be obtained from the Dean of the Graduate School of Arts and Sciences.

All students must be registered for thesis supervision during any semester or term in which they require such supervision. Since only six semester hours are allowed for thesis credits, those who have not finished their thesis within this time must register for two semester hours of supplementary thesis direction whenever further direction is necessary. There is no academic credit for this later registration.

Special degree requirements: For the Master of Arts in Psychology degree, candidates whose concentration is in the General-Experimental area are required to take thirty-six (36) credits, six of which will be granted for the thesis. A minimum of forty-two (42) credit hours is required for the concentration in Clinical Psychology, with six of these credits awarded for the thesis. This latter concentration, which includes a practicum, will normally require two years of course work.

For the Master of Science in Nursing degree, candidates are required to take forty-four (44) semester hours of course work including courses in Nursing Education, general Education, the field of clinical specialization, and student teaching. There is no modern language requirement for this degree. Candidates must pass a comprehensive examination in their course work. The thesis required for this degree will normally develop from the field study. For the fields of specialization and the required and core courses see DEPARTMENT OF NURSING, (pp. 439-443).

For the Master of Education degree the writing of a thesis is optional. Students who do not choose to submit a thesis in partial fulfillment of the requirements must take ten courses in order to earn thirty graduate credits for the degree. Two of these courses may be designated by the Department of Education as substitutes for the thesis; courses so designated must be taken at the Boston College Graduate School.

Time limit: In the case of the thirty credit Master's degree, all course work including the thesis and transferred credits must be completed within five years of the time at which the graduate courses begin.

REQUIREMENTS FOR THE DEGREES OF MASTER OF ARTS IN TEACHING AND MASTER OF SCIENCE IN TEACHING

This program is designed primarily to attract promising young graduates of liberal arts colleges into secondary school teaching, to give advanced work in their subject-matter field and to prepare them in the techniques of their future profession. Preparation through the MAT

Program is restricted to those candidates preparing for teaching English, the Social Sciences, and the Foreign Languages. Preparing through the MST Program is restricted to candidates preparing for teaching Mathematics and the Natural and Physical Sciences.

Applicants for admission to this program must satisfy the regular Graduate School requirements including eighteen semester hours of upper-division work in their proposed area of specialization. Students must be accepted by the department in which they wish to specialize and by the Education Department. Whenever possible, the students will be involved in a paid full year teaching internship as a major part of the program. Whenever relevant, the general regulations governing the requirements for the Master's Program described above (pp. 26-28) are applicable to this degree also.

Course Credits: Thirty-six graduate credits are required for the degree: fifteen semester hours in the field of specialization, a sequence of fifteen hours in the field of Education, and six hours for a Teaching Internship.

Foreign Language Requirement: For the Master of Arts in Teaching and the Master of Science in Teaching degrees, a student must pass a French or German language examination.

Comprehensive Examinations: Before the MAT or MST degree is awarded, the candidate must pass a comprehensive examination in his course work. This examination is taken in two parts: one part to be devoted to the examinee's subject-matter field, the other part to the field of Education.

Research: Although a thesis is not prescribed as a requirement for this degree, each candidate will be expected to complete a research paper in his area of specialization (content). The research paper will be defined by and under the jurisdiction of the department of the Graduate School of Arts and Sciences in which the student will specialize, i.e., English, Sociology, Foreign Languages, Mathematics or the Sciences.

Time Limit: All requirements must be completed within five years of the time at which course work began, exclusive of time spent in the Armed Forces. Normally, in a planned program of courses, internship and research, the degree can be completed within a two-year period.

SPECIAL MASTER'S PROGRAMS

A Master of Arts Program in American Studies

For further information regarding admission and degree requirements, see p. 423.

A Master of Arts Program in Latin-American Studies

For further information regarding admission and degree requirements, see p. 424.

A Master of Arts Program in Medieval Studies

For further information regarding admission and degree requirements, see p. 425.

A Master of Arts Program in Mathematics (Non-research)

For further information regarding admission and degree requirements, see p. 431.

DOCTOR'S PROGRAM

REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

The degree of Doctor of Philosophy is conferred only in recognition of proficiency in advanced scholastic achievements. While the basic requirements for the doctor's degree may be defined, it must be emphasized that the degree is not granted for the routine fulfillment of certain regulations nor for the successful completion of a given number of courses, but only for distinctive attainment in a special field of concentration and for a demonstrated ability to modify or enlarge a significant subject in a thesis based upon original research and conspicuous for its scholarship. For these reasons the subsequent requirements are to be considered minimal and may be modified by the Dean or Chairman as circumstances warrant.

Major and Minor Fields of Study: Candidates for the doctor's degree must pursue a unified and organized program of study. This organization is achieved in different ways in different departments, and the pattern of any department should be learned from the department chairman. A more or less typical pattern might be thus summarized: courses are to be selected from groups embracing one principal subject of concentration called the major field and from two related fields called the first and second minor; the major field of concentration is normally co-extensive with the offerings of the whole department, while the minor fields may be chosen from related departments. In certain cases the department in which the major field is taken may designate required minors.

Residence Requirements: For students who hold the master's degree a minimum of two full additional semesters of graduate course work is required for the doctorate; for those who are accepted on their collegiate record, at least four semesters of graduate course work are required. In this connection a full semester is ordinarily taken to mean four three credit courses. At least one year of residence is required during which the candidate must be registered at the University as a full time student following a program of course work or research approved by the major department. Students who wish leave of absence which carries residence credit should consult the Dean of the Graduate School.

The residence requirement for the degree of Doctor of Philosophy may not be satisfied by summer session attendance only; nor may a doctoral candidate earn more than eighteen graduate credits towards his degree in summer courses.

Foreign Language Requirement:

(See p. 350 for Modern Language Requirement).

Comprehensive Examination and Admission to Candidacy: Before being admitted to candidacy for the doctor's degree the student must pass comprehensive written and/or oral examinations in his major and two minor fields. A student may present himself for the comprehensive examination only after he has satisfied the language and course requirements. The chairman of the major department shall present to the Academic Council for approval the students who are eligible for this examination, which

must be taken within five years from the initiation of doctoral work. Upon failure to pass the comprehensive examination the first time, it may be taken a second time with the approval of the Chairman of the Department but in no case earlier than the following semester. There is a fee of \$20.00 for this second examination. If the second examination is unsatisfactory, no further trial is permitted.

The Thesis: At any time after admission to candidacy, but within the time limit set for the completion of doctoral work and on the dates marked on the academic calendar, the candidate must submit to the Chairman of his major department three typewritten copies of his thesis, the original and the first and second duplicate. The subject of the research for the thesis must be chosen with the approval of the major department and the work must be done under the direction of an adviser. The thesis must be the result of independent research; where collaboration is required the matter should be referred to the Dean. In the preparation of the manuscript the student is to follow the requirements referred to above under the section on the thesis for the master's degree.

Upon completion of the thesis, the Dean will appoint a committee of three, consisting of the major professor and two other members of the Graduate Faculty, to judge its substantial merit. Their report, if favorable, will be endorsed on the official title page. The three bound copies of the thesis should then be filed in the Graduate School office on the date set in the academic calendar.

Each doctoral thesis must be accompanied by three copies of an abstract of approximately two thousand words.

Theses and abstracts become the property of Boston College and may not be published in whole or in part without the written consent of the Dean of the Graduate School of Arts and Sciences, and due acknowledgment to the University.

Actual publication of the thesis is not required as a condition of conferring the doctorate. If publication does not follow the conferring of the degree within a reasonably short time, however, Boston College reserves the right to publish the abstract.

Final oral examination: After approval by the readers, the thesis must be defended in an oral examination before a board of examiners appointed by the Dean. In this examination the candidate must demonstrate his familiarity with the literature and available source material on the entire field of the thesis.

Time limit: All requirements for the doctor's degree must be completed within eight consecutive years from the commencement of doctoral studies; the thesis must be completed within three years after admission to candidacy. Time spent in the armed forces is not included within this eight year period.

REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION (D.Ed.)

The requirements for the Doctor of Education degree are the same as those for the Doctor of Philosophy degree with the following modifications. Three years of teaching experience are required as a prerequisite. After admission, a candidate for this degree must choose a major field of concentration from among those offered. Residence is recommended but

not required; the student must, however, carry at least two courses a semester for one academic year. There are no modern language requirements, but technical competence in research methods and in statistics is required. Comprehensive examinations, a thesis, and final oral examination are required as described above for the degree of Doctor of Philosophy. The time limit is also the same.

MODERN LANGUAGE REQUIREMENTS

With the exceptions noted below, all candidates for the Ph.D. degree must pass a reading examination in both French and German prior to their comprehensive oral examination. All candidates for the M.A., M.S. (except M.S. in Nursing) M.A.T. and M.S.T. degrees must pass a reading examination in French or German. Candidates for the M.S. degree in the Department of Chemistry must pass the reading examination in German. In addition to the two modern languages, Latin is also required for majors in Medieval History. Where Spanish or Italian contains a body of written material closely related to the research of a degree candidate, a substitution of these languages may be granted by the Dean on the written recommendation of the department chairman. For exceptional reasons another language may also be substituted if its pertinence is clearly demonstrated. This examination should ordinarily be taken in the first semester of graduate work for the master's degree; doctoral candidates must satisfy the language requirements no later than the academic year preceding the year in which the candidate expects to receive his degree.

Where a given department designates a specific language for its master's candidates this departmental regulation must be observed. A master's candidate for a degree in Modern Languages may not be examined in the same language which he has designated as his field of concentration. An exception to this regulation is made in favor of candidates for the M.A.T. degree. Where a department permits the substitution of a course for a language (e.g. in Education an advanced course in statistics, in Economics an advanced course in mathematical economics) this option is allowed.

The reading examinations are administered by the Modern Language Department on specific days only. Applications to take the examination must be made in advance at the Graduate School office. In this examination, the student is required to demonstrate his ability to translate at sight selections from modern articles or books pertaining to his major field of study. Notifications of success or failure are sent by mail. Appeals concerning failure must be made in writing to the Dean.

A candidate who fails the first reading examination may take the examination again at the next designated time, but never before that time. If a candidate fails twice, proof must be submitted that tutorial or course study has been taken in the language before a further reading examination can be scheduled.

Note: An intensive reading course, in French and in German, will be given in both fall and summer sessions, prior to scheduled reading exam dates. Successful completion of the course will automatically fulfill the candidate's language requirement.

ADMISSION: ELIGIBILITY AND PROCEDURES

The Graduate School is co-educational. Applicants for admission to the Graduate School must possess at least a bachelor's degree from a recognized institution, and must give evidence of the ability and the preparation necessary to the satisfactory pursuit of graduate studies. This evidence will be primarily, but not necessarily exclusively, furnished by the distribution of undergraduate courses and by the grades received in them. Further stipulations—e.g., for doctoral candidates—are made in the appropriate sections below.

Applicants lacking a bachelor's degree are not admitted to Graduate School classes, but are recommended instead to present their needs to the Dean of the Evening College of Arts, Sciences, and Business Administration. The only exceptions to this rule are made for unusually qualified undergraduates recommended for individual courses by the Deans of Boston College. These students, ordinarily seniors in the last semester of their collegiate program, must register with and pay all fees and expenses to their own subdivision of Boston College at the rates set in the Graduate School.

Graduate studies are best begun in September. They may, however, be begun either in September, or January, or June (Summer Session). Application papers should be on file in the Graduate Office by August 1 for September admissions, by December 1 for January admissions, and by May 1 for Summer Session. The application fee is \$10.00. March 15, however, is the deadline for submitting applications for admission, which are accompanied by application for fellowship, assistantship, or scholarship. March 15 is the deadline for all foreign student applications.

Applicants for admission must provide official transcripts and two letters of recommendation which are to be sent by professors who have recent classroom, and preferably major field, knowledge of the applicant. No student will be permitted to register for course work towards a degree unless his scholastic credentials have been received by the Registrar. Applicants in their senior year of college should provide transcripts complete through the first semester of senior year, and should provide supplementary transcripts for the second semester at the close of the academic year.

Religious, men and women, in making application, should be sure to give their family names. Further, whenever they write afterwards for records or information, since all student files are arranged alphabetically by the family name, they should be sure to repeat the family name. Failure to do so delays the answer until the Graduate Office is able to write back to ascertain this name.

All documents submitted by applicants for admission become the property of the graduate school, and are not returnable. Applicants who are accepted by the Graduate School but do not register for course work at the indicated time will have their documents kept on file for twelve months after the date of submission. After that time, the documents will

be disposed of, and the applicants must provide new ones if they later decide to begin graduate study.

Announcements of acceptance or rejection are sent out as soon as the Committee on Admissions has reviewed the academic records of the applicants: decisions are made on the basis of scholastic grades and the fulfillment of prerequisites. No student is admitted to the graduate school until he has been officially notified of acceptance by the Dean.

To be accepted as a candidate for the Master's Degree, applicants must hold a Bachelor's Degree or be in the process of completing studies for that degree. Their grades should be well above average, especially in the area of concentration, and they should have elected courses in that area which will satisfy the prerequisites established by the appropriate graduate department.

Applicants for the advanced educational certificate should have a master's degree and three years of teaching experience. They should submit transcripts of their graduate as well as undergraduate records.

Applicants for the degree of Doctor of Philosophy in Education and Doctor of Education are accepted on the basis of a master's degree in which course work has shown promise of doctoral proficiency, or on the basis of an outstanding undergraduate record. After application and transcripts of previous college and graduate records have been received, all applicants must take the Graduate Record Aptitude Test, the Miller Analogies Test, and the Minnesota Multiphasic Personality Inventory, and have records of these forwarded to the Graduate Dean. Direct arrangements for the Graduate Record Aptitude Test are to be made with Educational Testing Service, 20 Nassau Street, Princeton, New Jersey. At the earliest date possible after initial application, applicants are to arrange a personal interview with departmental representatives. Appointments are to be made through the department chairman. Applicants should also submit at least two letters of recommendation to the Dean of the Graduate School. Applicants will be officially notified of acceptance for doctoral course work only after results of transcripts, interviews, and tests are known. Where conditional authorization to begin course work is granted prior to the fulfillment of all these conditions, the applicant must complete them by the end of the first semester of course work. Special requirements for admission to doctoral programs in other departments can be ascertained from the department chairmen.

Special students, i.e., those who plan to transfer credits elsewhere, or merely to take non-degree graduate courses, are admitted to course work by the graduate school. To be admitted, they must file an application form and submit official transcripts of their undergraduate and any previous graduate records. These application documents of the special student, like those of the regular degree candidate, are to be submitted by the deadlines previously indicated. The application fee is \$10.00. The special student who does not have these documents actually on file in the Graduate Office can not be given official notice of acceptance or any record of course credits.

REGISTRATION PROCEDURE

Formal registration takes place prior to *each* semester, not merely once a year. If, at the time of registration, any applicants for admission have not received formal notice of acceptance, they must first go to the Graduate School office and obtain clearance from the Dean: this step is necessary for those who wish to enroll as Special Students as well as for those intending to follow a regular degree program.

All newly-accepted and already-enrolled students should first consult with the proper department chairman—whose place and hours for interviews are posted on the bulletin board—to obtain authorization of their program of courses for one semester. The authorization slips must then be brought to the Graduate School office for processing; later change or addition of courses needs approval of the department chairman and will entail a change-of-course fee or a supplementary bill.

From the Graduate School office, the students will receive class cards, one for each course in which they are enrolled, and a library card. The class card contains the name and number of the course, and the number of credits it carries. All of these cards must be taken to the Treasurer's Office, where they are stamped, and then presented to the professors at the first class meetings. Any student who fails to present a class card, or who presents one without the Treasurer's stamp, will be excluded from class until the omission has been rectified. This procedure applies also to cards for thesis supervision and for reading courses.

It is expected that all students will pay semester fees and tuition at the time of registration. When payment is made by check, the check should be made out to "Boston College—Graduate School of Arts and Sciences" and should be taken or mailed to the Treasurer's Office, not the Graduate School. If a student wishes, for serious reasons, to request deferral of payment, he should direct his request to the Treasurer, not to the Dean. Until payment has been made or a satisfactory arrangement worked out, class cards will not receive the Treasurer's stamp that validates them for admission to class.

All first year graduate students, who are degree candidates, and who are not Foreign Students, will take the Graduate Record Aptitude Test, for which a fee of \$3.00 is to be paid at registration. The time and place of this examination is given in the Academic Calendar.

VETERANS: A veteran admitted to graduate study must submit, not later than the day of formal registration, a Certificate of Eligibility issued by the Veterans Administration. Otherwise, he must register as a non-veteran and pay the necessary fees. When the Certificate of Eligibility is presented, an adjustment will be made by the Veterans Administration. P.L. 550 students must report on the last class day of each month to the secretary in charge of Veterans Affairs. Those who have attended Boston College under the provisions of P.L. 550 should consult Miss Eileen M. Tosney, the Coordinator of Veterans Affairs of Boston College, as to the necessity of obtaining a Supplementary Certificate.

GRADUATE SCHOOL REGULATIONS

SATISFACTORY COURSE WORK

The passing grade in individual courses is B- (80-83), but no more than ten credits altogether may be of this grade, and students must achieve a B average in their course work as a whole. Students who fail nine credits in graduate work may be required to withdraw from the school: counted among these nine credits are those of courses discontinued by the student during the last two weeks of any semester.

Unless given special permission by his department chairman, no student may take more than one course per semester on a Saturday or on a week-day when courses are available both at 4:30 and in the early evening. During the summer session, no student may enroll for more than six credits of course work, not even when the courses are taken to fulfill prerequisites or to prepare for modern language examinations.

All course work must be completed by the date set for the course examination. A brief deferment may be granted at the discretion of the professor, but it may not extend beyond an annually promulgated date. A course in which work is deferred beyond this deadline will be listed as *Incomplete* ("I") on a transcript of grades, and carries no academic credit.

A student may withdraw from a course at any time, upon notifying the Graduate School office. Failure to provide notification may result in a failing grade in the course. If the withdrawal occurs during the last two weeks of the semester the course will be recorded as *Incomplete*.

EXAMINATIONS

In each course, except seminars and teacher-training courses, there is a semester examination. A list of examination dates is posted on the Graduate School bulletin board and should be consulted by the students. All examination times are arranged by the Registrar of the Graduate School, except for courses given during the day prior to 4:30. The examination times for these courses are arranged, for the sciences, by the chairmen of the science departments and, for all other studies, by the Registrar of the College of Arts and Sciences, whose bulletin board, which is opposite Gasson 110, should be consulted.

When examinations are cancelled on account of stormy weather announcement is made by radio. Such announcement is to be expected at the latest on the noon broadcast. The scheduling of examinations thus cancelled is posted on the Graduate School bulletin board. Cancellation of classes on account of stormy weather is similarly announced.

Graduate examinations must be taken at the assigned times. There are no make-up examinations in any graduate course.

Written or oral comprehensive examinations are given at times arranged by the departments, with the Dean's approval. Notices of success or failure in these examinations are communicated by mail.

REPORTS AND TRANSCRIPTS

Semester grades are mailed, usually by February 15 and June 15 of each year, to all students who are in good standing and whose financial accounts have been settled. No thesis seminar marks are sent, however, unless the work has been unsatisfactory or technically incomplete: the grade for thesis seminar work is an average of the grades submitted by the official readers of the thesis and appears only on the complete transcript. Students on the June graduation list will receive an official transcript, along with their diploma, on graduation day, instead of separate grades for their final semester. Students registered as auditors will receive a statement of their enrollment and of the number of credits audited. No grades of any kind will be orally released at the Graduate School office.

A consolidated copy of semester grades or a complete transcript may be requested. The official transcript lists all courses for which the student has been registered, except those discontinued during the first two weeks of a semester. Please address requests to the Registrar, enclosing fee of \$1.00 for this service. Transcripts are not supplied during the periods of registration. Grades earned in Summer Session are mailed by the Summer School office, and students registered for graduate work in Summer Session only should address all inquiries there.

AWARD OF DEGREES

The ceremonial award of all graduate school degrees is made at the annual June commencement. Those who plan to graduate in June must inform the Registrar no later than March 19, so that scrutiny of all records may be made, and timely notice sent of any deficiency. Those who finish degree requirements during the school year, may request a statement of the completion of their degree requirements.

Diplomas are distributed in the hours immediately following the completion of the commencement program. While all degree candidates are expected to attend graduation exercises, permission to be absent is granted if requested of the Dean by May 25. Those who are absent from graduation may request that their diplomas be mailed to them by registered mail. The fee for this service is \$1.00. Please make requests for this service by May 25 to the Registrar.

The name of a graduate will not appear on the official commencement list if all financial and library accounts have not been settled by June 2 preceding graduation; nor will a diploma or transcript be awarded or issued where the fees have not been paid.

Provision is made for summer graduation. Graduate students who have completed all degree requirements by August 14 are eligible to receive the degree as of that date. There is a graduation fee of twenty dollars. This and all other financial obligations must be paid before the degree is awarded. The diploma and official transcript of grades may be obtained after October 28 at the Graduate Office, Gasson 102. As there are no commencement exercises in August the names of those receiving degrees at that time will be included in the program of the following June. August graduates are welcome to participate in this June commencement.

UNIVERSITY FACILITIES

The library facilities for graduate instruction are contained in the Bapst Library, in the College of Business Administration Library, and in certain specialized departmental libraries. In the Bapst Library, carrels are available in the stacks for graduate students. Application for these should be made before the beginning of classes. There are similar arrangements in the science departments for their students.

Graduate students are urged to use the facilities of the Placement Bureau and of the Housing Office in McElroy Commons, of the Student Counsellor's Office in Lyons 213A, and of the Guidance Office in Gasson 114. They are further urged to acquaint themselves with the Boston College Alumni Association, and to contact the Alumni Secretary in Alumni Hall about membership and activities.

GENERAL FEES AND EXPENSES

1. *Schedule of Tuition and Fees*

Application fee (not refundable)	\$10.00
Registration fee, each semester (not refundable)	5.00
Late registration fee, any semester (not refundable)	5.00
Tuition per semester hour	40.00
This fee includes library fee.	
Auditor's tuition, per semester hour for first course	40.00
Auditor's tuition, per semester hour for other course	20.00
Laboratory course fee, per semester	25.00
Laboratory research (thesis) fee, per semester	10.00
Graduate Record Aptitude Test	3.00
Change in individual course fee (not refundable)	3.00
Each advanced or deferred examination	5.00
Transcript of grades fee	1.00
Practice Teaching fee (for M.S. in Nursing)	120.00
Economic Statistics laboratory fee	10.00
Modern Language examination—after second examination taken or signed for	5.00
Continuation fee for Cand. Ph.D. or D.Ed. per semester	40.00
Final oral examination for Ph.D. or D.Ed.	20.00
Binding fee for Master's and Doctor's thesis (per copy)	4.00
Graduation fee: Master's degree or certificate	20.00
Doctor's degree	25.00

The Trustees of Boston College reserve the right to change the rate of tuition and fees whenever such action is deemed necessary.

2. *Payments*

All tuition and fees are due and payable in full at time of registration. Payments may be made at the Treasurer's Office, Gasson 100.

Office Hours: Daily 9:00 a.m. to 5:00 p.m.

Saturday (during registration only)

9:00 a.m. to 12:30 p.m.

Please make all checks payable to:

Boston College—Graduate School of Arts and Sciences

3. *Refunds*

Fees are not refundable.

Tuition is refundable subject to the following conditions:

a. NOTICE OF WITHDRAWAL MUST BE MADE IN WRITING AND DIRECTED TO:

Registrar

Graduate School of Arts and Sciences

Gasson Hall, Boston College

Chestnut Hill, Massachusetts 02167

b. The date of receipt of withdrawal notice will determine the amount of the tuition refund.

If formal notice of withdrawal is received within two weeks of first classes a refund of 80% of tuition is made.

If formal notice of withdrawal is received within three weeks of first class a refund of 60% of tuition is made.

If formal notice of withdrawal is received within four weeks of first classes a refund of 40% is made.

If formal notice of withdrawal is received within five weeks of first classes a refund of 20% is made.

No refunds are allowed after the fifth week of classes.

If the student does not elect to leave the resulting cash credit balance to his account, for subsequent use, he should notify the Treasurer in writing to rebate the cash balance on his account.

FELLOWSHIPS AND ASSISTANTSHIPS

Applications for fellowships and assistantships should be completed and submitted to the Dean by March 15th. Later applications will be accepted, but will normally be considered only if unexpected vacancies occur. The scholastic requirements for obtaining fellowships or assistantships are necessarily more exacting than those securing simple admission to Graduate School.

TEACHING FELLOWSHIPS

The Graduate School has available a limited number of teaching fellowships in the departments of Classical Languages, Economics, Education, English, History, Mathematics, Modern Languages, Philosophy, and Political Science. This fellowship provides for a stipend of up to \$2,600 per annum with the remission of tuition. The stipend is adjusted to the academic qualifications and degrees of the recipient. The teaching fellow, in addition to his graduate program of studies, is responsible for six hours of teaching in the undergraduate colleges or the equivalent in departmental in-service assignments.

ASSISTANTSHIPS

The following departments have a number of assistantships: Biology, Chemistry, Classical Languages, Economics, Education, English, Geophysics, Political Science, History, Mathematics, Modern Languages, Philosophy, Physics, and Psychology. There are assistantships available also in the department of Audio-Visual Aids.

Applications for assistantships, which will be forwarded upon request, should be returned to the Dean's Office by March 15. They must be ac-

accompanied by a separate transcript and two letters of recommendation. Later application will be received, but prior consideration will be given to those who submit requests and credentials before or on that date. The scholastic requirements for obtaining assistantships are necessarily more exacting than those which might suffice for admission to the Graduate School.

Assistantships are granted on a ten-month basis (September-June), and do not cover the Summer Session. In the Chemistry, Biology, Mathematics, Physics and Psychology (Clinical Area) departments only, they are renewable for a second year provided the academic and in-service work is satisfactory. In all other cases these assistantships are limited to one ten-month period. All assistants are expected to supply in-service work on an average of 12 hours per week, from early September through the full week prior to commencement. The assistants in all physical sciences departments act as laboratory assistants. Assistants are not engaged in regular class teaching, but may be called upon for assistance on special occasions. The work of the assistants in non-science departments consists in the grading of papers, proctoring examinations, and in providing academic service to the professorial staff.

Assistants are full time graduate students. Consequently, assistants may not accept any additional commitment of employment without prior consultation with, and permission of, the Chairman of the Department.

The maximum stipend for a ten-month period is \$2,000 and there can be a remission of tuition, either in part or in full. Laboratory fees are remitted to science assistants. Assistants receive a monthly check from the Treasurer's Office and may be responsible for some charges. At the opening of each school year, or at whatever other time an assistantship may be awarded, assistants must report to the Treasurer's Office to fill out required forms. An assistant who voluntarily relinquishes an assistantship must report this matter in writing to the Dean.

Assistants may be discontinued at any time during an academic year if either the academic performance or in-service assistance is of an unsatisfactory character. They may also be discontinued for conduct injurious to the reputation of the University.

RESEARCH ASSISTANTSHIPS

In addition to the assistantships described above, the University has established another category of aid to graduate students. This is defined as a research assistantship, restricted to the Departments of Biology, Chemistry, Mathematics, and Physics, which will be provided by sponsored research projects. Funds for these research assistantships are provided by the sponsoring organizations. The stipend is \$1,600-\$2,000, for fifteen hours per week for ten months on a sponsored research project. Holders of research assistantships are responsible for fees and tuition. Summer research opportunities are also available on some research projects. For further information contact the Chairman of Department.

THE GRADUATE SCHOOL RESERVES THE RIGHT TO MAKE CHANGES AND ADDITIONS IN ITS OFFERINGS, REGULATIONS AND CHARGES WITHOUT EXTENDED NOTICES.

BIOLOGY (Bi)

Professor: REV. WILLIAM D. SULLIVAN, S.J. (*Chairman*)

Associate Professors: ROBERT M. COLEMAN, WALTER J. FIMIAN, JR.,
FRANCIS L. MAYNARD, JOSEPH A. ORLANDO,
YU-CHEN TING, CHAI HYUN YOON.

Lecturer: JOLANE SOLOMON.

The activities and research interest of the Graduate Faculty are as follows: Immunology and parasitology — immunological aspects of certain host-parasite relationships (Coleman); Radiation biology and experimental embryology — Quantitative determinations of melano-genesis (Fimian); Cell physiology-vascular patterns and endocrinology of hibernation (Maynard); Biochemistry and photosynthesis — the nature and function of heme-protein in photosynthetic systems (Orlando); Endocrinology (Solomon); Biochemistry of protozoa — radiation and autoradiographic studies of enzymatic activities and DNA synthesis in protozoa (Sullivan); Cytology and cytogenetics — cytogenetic studies of maize and its relatives (Ting); Genetics — DNA and RNA transformation, and neurological mutations (Yoon).

To the general requirements laid down by the Graduate School for admission to the Master's and the Doctorate programs the following are to be added. Those seeking admission to the Master of Science and the Doctorate programs in biology must have a strong background in biology, chemistry, and mathematics. The grade in this required work must be B or better. Where an applicant's general average is satisfactory but where the number of prerequisites falls short of what has just been set forth, the remaining courses may be made up in the Graduate School.

COURSES OF INSTRUCTION

BI. 202—EXPERIMENTAL EMBRYOLOGY (4)

An experimental analysis of growth, development, and regeneration of representative animal forms. Two lectures and one four-hour laboratory period per week. Lab fee: \$30 per semester.

Second Semester

Prof. Fimian

BI. 221—IMMUNOLOGY (4)

Lectures dealing with the theories of infection and immunity are correlated with a laboratory study of antigens, antibodies, and anti-serums emphasizing immunochemical techniques. Lab fee: \$30 per semester.

Prerequisite: BI. 222 or equivalent.

First Semester

Prof. Coleman

BI. 222—MICROBIOLOGY (4)

A study of the principles of microbiology. Lab fee: \$30.

Second Semester

To be announced

BI. 224—IMMUNO-PARASITOLOGY (4)

The principles of animal parasitism are considered. The immunological aspects of the host-parasite relationship are stressed.

Prerequisites: BI. 222, 221 or equivalent. Lab fee: \$30 per semester.

Prof. Coleman

BI. 243—BIOCHEMISTRY OF AMINO ACIDS AND PROTEINS I (4)

A study of the discovery, isolation, synthesis, reactions and intermediary metabolism of amino acids, and the structure and properties of proteins. Two lectures and one four-hour laboratory period per week. Lab fee: \$30 per semester.

First Semester

To be announced

BI. 244—BIOCHEMISTRY OF AMINO ACIDS AND PROTEINS II (4)

A lecture and laboratory study of proteins and amino acids, including isolation, purification, analysis and synthesis. Two lectures and one four-hour laboratory period per week. Lab fee: \$30 per semester.

Second Semester

To be announced

BI. 245—ENZYME BIOCHEMISTRY (4)

A study of the techniques of isolation and characterization of enzymes. The study will include methods, reaction rates, pH and temperature effects, energetics, oxidation-reduction, and inhibitor effects. Two lectures and one four-hour laboratory period per week. Lab fee: \$30 per semester.

Prerequisite: BI. 243, BI. 244, or equivalent.

First Semester

Prof. Orlando

BI. 246—ENZYME BIOCHEMISTRY (4)

A study of special enzymes, coenzymes, mechanism of enzyme action, metabolic processes, and enzyme synthesis. Two lectures and one four-hour period per week. Lab fee: \$30 per semester.

Prerequisite: BI. 243, BI. 244, or equivalent.

Second Semester

Prof. Orlando

BI. 253-254—GENERAL PHYSIOLOGY I, II (4, 4)

Chemical and physical properties of protoplasm, metabolism, respiration, excretion, growth, irritability, stimulation, adjustment and behavior. Two lectures and one four-hour laboratory period per week. Lab fee: \$30 per semester.

Both Semesters

To be announced

BI. 256—CELLULAR PHYSIOLOGY (4)

The physical and chemical principles involved in metabolism, reproduction, growth and communication in living cells. Two lectures and one four-hour laboratory period per week. Lab fee: \$30 per semester.

Second Semester

Prof. Maynard

Bl. 261-262—GENERAL ENDOCRINOLOGY I, II (4, 4)

A study of the phylogenesis of endocrine systems; the embryology, gross and microscopic anatomy of endocrine glands; the biochemical and physiological effects of hormone action including clinical considerations. Lab fee: \$30 per semester.

Prerequisites: biochemistry, embryology, physiology.

Both Semesters

Prof. Solomon

Bl. 271—CYTOGENETICS (4)

The correlation between the principles of genetics and chromosomal behavior, with emphasis on chromosomal mutations. Two lectures and one four-hour laboratory period per week. Lab fee: \$30 per semester.

Prerequisites: Bl. 181, Bl. 271.

First Semester

Prof. Ting

Bl. 272—CYTOLOGY (4)

Microscopic anatomy of cells as revealed by different methods, and relation of cell structure to cell function. Two lectures and one four-hour laboratory period per week. Lab fee: \$30 per semester.

Second Semester

Prof. Ting

Bl. 274—HISTOCHEMISTRY (4)

A study emphasizing both the methods of histochemistry whereby specific chemical compounds are identified in cells and tissues and the applications of histochemistry to biological and medical problems. Two lectures and one four-hour laboratory period per week. Lab fee: \$30 per semester.

Second Semester

To be announced

Bl. 277—MOLECULAR BASIS OF GENETICS (4)

Continuation of Bl. 278. Two four-hour laboratory periods per week. Lab fee: \$30 per semester.

Prerequisites: Bl. 103 or its equivalent. Given alternate years.

First Semester

Prof. Yoon

Bl. 278—MOLECULAR BASIS OF GENETICS (4)

A study of recent advances in genetics at molecular level. Gene-enzyme, gene-peptide, gene-DNA relationships. Replication of DNA, genetic coding system and fine structure of chromosome are discussed. Two two-hour lecture periods per week.

Prerequisites: Bl. 103 or its equivalent.

Second Semester

Prof. Yoon

Bl. 279—BIOLOGICAL STATISTICS (4)

Probability, chi-square, t distribution, F distribution and poison distribution are discussed. Also various correlations. Two lecture periods and one four-hour laboratory period per week. Lab fee: \$30 per semester. Given alternate years.

First Semester

Prof. Yoon

BI. 281—RADIATION BIOLOGY (4)

A study of the types of radiation in the electromagnetic spectrum and unstable isotopes, their physical and photochemical biological reactions, their biological and medical applications, and the precautions necessary for their utilization. Two lectures and one four-hour laboratory period per week. Lab fee: \$30 per semester.

First Semester

Prof. Fimian

BI. 282—ADVANCED RADIATION BIOLOGY (4)

A study of genetic, embryological, and physiological changes occurring in biological systems affected by localized and total-body exposure to ionizing radiation. Two lectures and one four-hour laboratory period per week. Lab fee: \$30 per semester.

Prerequisite: BI. 281.

Second Semester

Prof. Fimian

BI. 291—BIOCHEMISTRY OF PROTOZOA I (4)

The biochemistry and physiology of protista including the nutritional requirements, metabolic and energy cycles of the phytoflagellates and the acetate flagellates with an introduction to photosynthesis. Two lectures and one four-hour laboratory period per week. Lab fee: \$30 per semester.

Prerequisite: BI. 243, BI. 244, or the equivalent.

First Semester

Prof. Sullivan, S.J.

BI. 292—BIOCHEMISTRY OF PROTOZOA II (4)

The biochemistry and physiology, the nutrient requirements and metabolic cycles of the ciliates. DNA, RNA, carbohydrates, fat, and protein synthesis will be treated as well as the biochemistry of ciliary movement. Two lectures and one four-hour laboratory period per week. Lab fee: \$30 per semester.

Prerequisite: BI. 243, BI. 244, BI. 255, BI. 291.

Second Semester

Prof. Sullivan, S.J.

BI. 301—THESIS SEMINAR (3, 3)

A research problem of an original nature under the direction of a staff-member. Lab fee: \$10 per semester hour.

By arrangement

THE DEPARTMENT

BI. 305—THESIS DIRECTION (2 points)

A two-point non-credit course. Lab fee: \$10 per semester hour, where laboratory is used.

By arrangement

THE DEPARTMENT

BI. 306—SEMINAR ON METABOLIC INTERRELATIONS (1)

A study of metabolism on the cellular, tissue, and organism levels.

Second Semester

THE DEPARTMENT

- BI. 307—SEMINAR ON MODERN PROBLEMS IN BIOLOGY (1)
An experimental analysis of the patterns and problems of growth and development.
First Semester *THE DEPARTMENT*
- BI. 308—SEMINAR ON MODERN SCIENTIFIC AND PHILOSOPHIC ASPECTS OF EVOLUTION (1)
An examination of the varied philosophies of evolutionism.
Second Semester *Prof. Sullivan, S.J.*
- BI. 309—SEMINAR IN IMMUNOLOGY (1)
Modern aspects of immunological responses.
First Semester *Prof. Coleman*
- BI. 310—SEMINAR ON CYTOGENETICS (1)
Current problems in cytogenetics to be discussed.
Second Semester *Prof. Ting*
- BI. 311—SEMINAR IN COMPARATIVE ENDOCRINOLOGY (1)
A review of recent advances in the physiology of endocrine systems in invertebrates and vertebrates.
First Semester *Prof. Maynard*
- BI. 312—SEMINAR IN RADIATION BIOLOGY (1)
Modern aspects and research in biological mechanisms effected by total body and localized exposure to ionizing radiation.
Second Semester *Prof. Fimian*
- BI. 313—THESIS COLLOQUIUM
Discussions on recent developments. One hour per week. Prescribed for all graduate students. No academic credit and no financial charge.
Both Semesters *THE DEPARTMENT*

CHEMISTRY (CH)

Professors: ANDRÉ J. DEBETHUNE, JOSEPH BORNSTEIN, REV. ALBERT F. MCGUINN, S.J., DAVID C. O'DONNELL.

Associate Professors: O. FRANCIS BENNETT, RAYMOND F. BOGUCKI, LESLIE LEIFER, TIMOTHY E. MCCARTHY, GEORGE VOGEL.

Assistant Professors: ROBERT F. O'MALLEY, ALAN M. PHIPPS.

The department offers courses leading to the degree of Master of Science and Doctor of Philosophy. The master's degree is intended as a terminal degree and a broad sequence of courses is expected of the student. Presently major programs in organic chemistry, physical chemistry and inorganic chemistry are offered at the doctoral level. The first minor includes work in any field of chemistry, outside the applicant's major sequence. The second minor must be taken in a related science department.

COURSES OF INSTRUCTION

CH. 251—PHYSICAL ORGANIC CHEMISTRY (3)

The structure of organic molecules as determined from physical data and the effect of structure on reactions will be treated.

First Semester

CH. 252—ORGANIC CHEMISTRY OF HIGH POLYMERS (3)

Substances of high molecular weight, their structure, theory and methods of formation, physical properties and applications.

Second Semester

Prof. O'Donnell

CH. 221—ADVANCED PHYSICAL CHEMISTRY (3)

Fundamental principles of physical chemistry considered at a more mature level than the usual undergraduate course.

First Semester

Prof. Leifer

CH. 223—ELECTROCHEMISTRY (3)

The theory of electrolysis and the galvanic cell. Faraday's Laws. Conductance and transference of solution. The free energy of electrochemical reactions. The measurement of pH. The chemical nature of strong and weak electrolytes. Irreversible phenomena, polarization and overvoltage.

First Semester

Prof. deBethune

CH. 224—CHEMICAL THERMODYNAMICS (3)

The first and second laws of thermodynamics. Entropy and free energy, equilibrium, phase rule, phase diagram and activities. Third law and Nernst Theorem.

To be offered 1965-66

CH. 225—CHEMICAL KINETICS AND MECHANISMS (3)

Collision and transition state theory relating to chemical rate processes will be covered. Kinetics and mechanisms of reactions in homogeneous solution will be stressed.

Second Semester

Prof. Timmons

CH. 226—STATISTICAL THERMODYNAMICS (3)

Thermodynamic functions from statistical consideration. Partition functions, residual entropy, quantum statistics and thermodynamic properties of various assemblies.

To be offered 1965-66

CH. 227—INTRODUCTORY WAVE MECHANICS (3)

Phenomenological introduction of the Schroedinger equation. Development and solution of the wave equation to various systems of chemical interest. Derivation of chemical properties from wave functions.

Second Semester

Prof. Jurinski

CH. 232—ADVANCED INORGANIC CHEMISTRY (3)

A consideration of the chemistry of the non-transitional elements in the light of current theory is the major concern of this course.

To be offered 1965-66

CH. 233—CHEMISTRY OF COORDINATION COMPOUNDS (3)

A discussion of recent developments in coordination chemistry including such topics as isomerism, introduction to ligand-field theory, the Jahn-Teller effect, the chelate effect and determination of stability constants.

First Semester

Prof. Bogucki

CH. 243-244—BIOCHEMISTRY I, II (4, 4)

A detailed study of amino acids and proteins, fats, carbohydrates, enzymes and vitamins, the intermediate metabolism of these compounds, and the recent theories relative to the chemistry of the living cell. Two lectures and one four-hour laboratory period per week. Lab fee: \$20 per semester.

To be offered 1965-66

CH. 253—CHEMISTRY OF FLUORINE COMPOUNDS

A general survey of the development of the chemistry of fluorine. Recent advances in the chemistry of organic fluorine compounds is stressed.

To be offered 1965-66

CH. 254—STEREISOMERISM (3)

A detailed discussion of optical activity and geometrical isomerism.

To be offered 1965-66

CH. 255—TOPICS IN ADVANCED ORGANIC CHEMISTRY (3)

Stereochemistry, relation between structure and properties, heterocyclic chemistry, current developments in organic chemistry.

Second Semester

Prof. Vogel

CH. 256—CARBOHYDRATES (3)

A discussion of the structure, formation and reaction of the various classes of carbohydrates.

First Semester

Prof. O'Donnell

CH. 257—ADVANCED ORGANIC SYNTHESIS: LECTURE (3)

The most useful reactions of organic chemistry will be discussed in detail and practical applications made.

Second Semester

Prof. Bornstein

CH. 258—ADVANCED ORGANIC SYNTHESIS: LABORATORY (2)

Methods, techniques, and reactions used in the preparation of organic compounds that offer more than usual difficulty. Two laboratory periods per week. Lab fee: \$20 per semester.

Second Semester

Prof. Bornstein

CH. 260—ADVANCED LABORATORY TECHNIQUES (2)

Fundamental laboratory techniques required for laboratory research. Two laboratory periods per week. Lab fee: \$20 per semester.

First Semester

THE DEPARTMENT

CH. 301—THESIS SEMINAR (3, 3)

A laboratory research problem will be assigned requiring a thorough literature search, followed by directed work of an original character in the laboratory. There is a laboratory fee of \$10 per semester hour.

By arrangement (both sems.)

THE DEPARTMENT

CH. 305—THESIS DIRECTION (2 points)

A two-point non-credit course. There is a laboratory fee of \$10 per semester hour.

THE DEPARTMENT

CH. 310-311—DEPARTMENT SEMINAR I, II (1, 1)

Discussion dealing with advanced topics in different fields of chemistry. One hour per week. Prescribed for chemistry majors, Credit granted only where both semesters are attended.

Both Semesters

THE DEPARTMENT

CLASSICAL LANGUAGES (CL)

Professors: JOSEPH P. MAGUIRE, REV. LEO P. MCCAULEY, S.J.

Assistant Professors: EUGENE W. BUSHALA, REV. ROBERT F. HEALEY, S.J., (*Chairman*).

COURSES OF INSTRUCTION

- CL. 101-2—GREEK LITERATURE IN TRANSLATION I, II (3, 3)
A survey in English translation of the masterpieces of Greek literature from Homer to the Hellenistic Age.
M., W., F., 12:00-12:50 (*both sems.*) *Prof. Bushala*
- CL. 103-4—LATIN LITERATURE IN TRANSLATION I, II (3, 3)
A survey in English translation of the masterpieces of Latin literature, with special emphasis on epic and lyric poetry, history and satire.
T., Th., 12:00-1:15 (*both sems.*) *THE DEPARTMENT*
- CL. 121-2—GREEK HISTORY I, II (3, 3)
A survey of Greek History from the beginning to the Roman conquest of Greece.
M., W., F., 3:00-3:50 (*both sems.*) *Prof. Healey, S.J.*
- CL. 131-2—GREEK TRAGEDY I, II (3, 3)
A reading and discussion of a wide selection of the dramas of Aeschylus, Sophocles, and Euripides.
M., W., F., 12:00-12:50 (*both sems.*) *Prof. Maguire*
- CL. 143-4—DIALOGUES OF PLATO I, II (3, 3)
A careful study of Greek thought on government and education based on the reading of Plato's *Republic*, *Statesman*, and *Laws* in translation with special provision made for those who wish to read the Greek.
T., Th., 12:00-1:15 (*both sems.*) *Prof. Maguire*
- CL. 153-4—AESCHYLUS I, II (3, 3)
A reading and study of the Greek text of the 7 plays.
M., W., F., 1:00-1:50 (*both sems.*) *THE DEPARTMENT*
- CL. 155-6—GREEK BUCOLICS AND LYRICS I, II (3, 3)
A reading and study of all the extant pieces of Greek bucolic and lyric poetry.
T., Th., 3:00-4:15 (*both sems.*) *THE DEPARTMENT*
- CL. 161-2—GREEK HISTORIANS I, II (3, 3)
A reading and study of the texts of Herodotus and Thucydides with a discussion of Greek historiography.
M., W., F., 3:00-3:50 (*both sems.*) *Prof. Maguire*
- CL. 181—JUVENAL (3)
A reading of selected satires of Juvenal.
T., Th., 12:00-1:15 (*1st sem.*) *Prof. McCauley, S.J.*

CL. 182—PETRONIUS (3)

A study of the *Cena Trimalchionis*, together with the *Ludus de Morte Claudii* and selected Latin inscriptions.

T., Th., 12:00-1:15 (2nd sem) Prof. McCauley, S.J.

CL. 187-8—CATULLUS AND THE ELEGIAC POETS I, II (3, 3)

Intensive readings from Catullus, Tibullus, Propertius and Ovid, with a study of the origin, nature, and development of elegiac poetry.

M., W., F., 1:00-1:50 (both sems.) THE DEPARTMENT

CL. 189-90—CHRISTIAN LATIN LITERATURE I, II (3, 3)

A survey of Christian Latin literature, with intensive reading and study of selections from the time of Tertullian and Minucius Felix to the age of St. Augustine, in prose; and from St. Hilary and St. Ambrose up to the Council of Trent, in poetry.

T., Th., 12:00-1:15 (both sems.) THE DEPARTMENT

CL. 195—LIVY (3)

A study of the founding of Rome, with Book I.

T., Th., 3:00-4:15 (1st sem.) Prof. McCauley, S.J.

CL. 196—TACITUS: ANNALES (3)

A study of the reign of Tiberius with Books 13-16.

T., Th., 3:00-4:15 (2nd sem.) Prof. McCauley, S.J.

CL. 197-8—ROMAN HISTORIANS I, II (3, 3)

A study of Sallust, Livy, and Tacitus as literary authors and historians of the Republic and Empire.

T., Th., 3:00-4:15 (both sems.) Prof. Healey, S.J.

CL. 199—READING FOR PREREQUISITES

Assignments to be done under direction. The number of credits will depend on the judgment of the director.

THE DEPARTMENT

CL. 211-2—GREEK LITERATURE I, II (3, 3)

A critical survey of Greek literature with selections from the Greek texts.

W., 4:30-6:15 (both sems.) Prof. Bushala

CL. 233-4—LUCRETIUS I, II (3,3)

A critical reading and study of the *De Rerum Natura*

T., 4:30-6:15 (both sems.) Prof. McCauley, S.J.

CL. 237-8—PLAUTUS AND TERENCE I, II (3, 3)

A critical reading and study of selected plays.

F., 4:30-6:15 (both sems.) Prof. McCauley, S.J.

CL. 301—THESIS SEMINAR (3, 3)

By arrangement

THE DEPARTMENT

CL. 305—THESIS DIRECTION (2 points)

A two-point non-credit course.

By arrangement

THE DEPARTMENT

ECONOMICS (Ec)

Professors: ALICE E. BOURNEUF, JOSEPH P. McKENNA, DONALD J. WHITE

Associate Professors: VLADIMIR N. BANDERA, REV. W. SEAVEY JOYCE, S.J., REV. ROBERT J. McEWEN, S.J., (*Chairman*), EDWARD K. SMITH, LEON SMO-
LINSKI

Assistant Professors: CONRAD P. CALIGARIS, DAVID J. LOSCHKY, H. MICHAEL MANN, KANTA MARWAH, FRANCIS M. McLAUGHLIN, BOGDAN MIECZKOWSKI, HAROLD A. PETERSEN, CHARLES J. SCULLY

Visiting Professor: ARNOLD M. SOLOWAY

The department offers courses leading to the Master of Arts and the Doctor of Philosophy degrees. Courses are offered in eleven fields of concentration divided into four principal groups: A) Core Fields; B) Money, Banking, and Fiscal Policy; C) Domestic Economic Problems and Policies; D) International Trade and Foreign Economic Policies.

The program is intended to meet the many demands for economists in teaching, industry and government. It should be recognized that the University can only provide the milieu in which a talented individual may create a place for himself in a profession; the student must learn the techniques, apply them, create with them, and develop such knowledge of the field as may make him a specialist in some branch of economics.

Consequently, the M.A. in Economics should be looked upon as the first formal step in the direction of the aims stated above. The Ph.D. should be the completion of the formal steps to those same ends. For this reason it is expected that the doctoral thesis will make some contribution to knowledge in the field.

The attention of the students is called to closely related courses which are given in other graduate departments. Such courses may be taken with the approval of both Departmental Chairmen.

DEPARTMENTAL REQUIREMENTS

Candidates for the M.A. degree must take the following Core Courses: Ec. 207a; Ec. 208a; Ec. 221; and at least one course in two out of three of the other principal groups B, C, and D. In addition the candidate must take an oral examination in three fields. One must be Theory, one must be either Statistics or Economic History and the third may be chosen by the candidate.

Candidates for the Ph.D. degree are normally required to take the following Core Courses; Ec. 207a and 207b, Ec. 208a and 208b, Ec. 221 and 231. Their courses must also include one course in each of the other three principal groups, B, C, and D. They are also required to present four fields for the Ph.D. oral examination; one field must be Theory (including the History of Theory), one must be either Statistics or Economic History, and the other two may be chosen by the candidate.

The Department offered for the first time in 1960-1961 an Economic Intern Program providing for special training in research and teaching as part of a doctoral program. The special training comes in the second and third years of the three-year program. This program was started and continued with the help of fellowship grants under the National Defense Education Act.

COURSES OF INSTRUCTION

In addition to the graduate courses listed below, a limited number of upper division courses are available in the undergraduate Department of Economics. With the approval of the Chairman of the Department, these courses may be taken for graduate credit.

Group A. Core Fields

Theory

EC. 207a—ECONOMIC THEORY—MICRO-ECONOMICS (3)

Analysis of consumer behavior; the theory of production; equilibrium of the firm and the industry; market structures; the pricing of factors of production.

W., 7:00-8:45 (1st sem.)

Prof. McKenna

EC. 207b—ECONOMIC THEORY—MICRO-ECONOMICS (3)

Advanced analysis of the allocation of resources in a market economy; general equilibrium analysis; and introduction to welfare economics.

W., 7:00-8:45 (2nd sem.)

Prof. McKenna

EC. 208a—ECONOMIC THEORY—MACRO-ECONOMICS (3)

Analysis of income and employment theory; emphasis on the Keynesian aggregative system and certain post-Keynesian systems; special emphasis on static equilibrium theory; an introduction to macro-dynamics.

Sat., 10:00-11:45 (1st sem.)

Prof. Bourneuf

EC. 208b—ECONOMIC THEORY—MACRO-ECONOMICS (3)

Advanced income and employment theory; special emphasis on inflation, fluctuations, and growth; post-Keynesian cycle and growth models. Open only to students who have taken 208a or its equivalent.

Sat., 10:00-11:45 (2nd sem.)

Prof. Bourneuf

EC. 209—ECONOMIC THEORY—ADVANCED MICRO-ECONOMICS (3)

Advanced seminar open only to students who have taken 207a and 207b or their equivalent; devoted to the analysis of special problems, and of recent developments in the field of micro-economics.

Th., 4:00-5:45 (1st sem.)

Prof. Petersen

EC. 210—ECONOMIC THEORY—ADVANCED MACRO-ECONOMICS (3)

Advanced seminar open only to students who have taken 208a and 208b or their equivalent; devoted to the analysis of special problems, and of recent developments in the field of macro-economics.

Th., 4:00-5:45 (2nd sem.)

Prof. McKenna

EC. 234—HISTORY OF ECONOMIC ANALYSIS (3)

Analysis of the trend of economic thought from 1776 to Keynes. Emphasis will be put on the development of theoretical concepts and analytical methods.

Wed., 7:00-8:45 (2nd sem.)

Prof. Smolinski

STATISTICS**EC.221—STATISTICAL INFERENCE FOR ECONOMISTS (3)**

Moment analysis; operations on sets; probability; sampling distributions; estimation of parameters; tests of hypothesis; analysis of variance.

Th., 7:00-8:45 (1st sem.)

Prof. Scully

F., 4:00-5:45 (1st sem.)

Prof. Petersen

EC. 222—ADVANCED STATISTICS (3)

Index numbers; correlation and regression analysis; problems in dealing with time series; estimation and testing as applied to economic models; subjective probability and decision-making under uncertainty.

Th., 7:00-8:45 (2nd sem.)

Prof. Scully

F., 4:00-5:45 (2nd sem.)

Prof. Petersen

EC. 225—MATHEMATICAL ECONOMICS (3)

Mathematical techniques for solving maximization problems, applied to the theory of consumer behavior and to the theory of the firm. Market equilibrium and its stability. The basic techniques in calculus; introduction to matrix algebra; difference and differential equations, with some application to business cycle theory.

Th., 4:30-6:15 (1st sem.)

Prof. Marwah

EC. 226—ECONOMETRICS (3)

Introduction to basic theory of econometrics. Testing of economic hypotheses and estimating parameters. Analysis of statistical laws of demand, production function, cost relation. Discussion of aggregation, identification, multi-collinearity, serial correlation, homoscedasticity.

Th., 4:30-6:15 (2nd sem.)

Prof. Marwah

EC. 227—ADVANCED SEMINAR IN MATHEMATICAL ECONOMICS (3)

Application of advanced techniques to special problems in micro and macro-economics; general equilibrium analysis; the Keynesian aggregative system; relation of general equilibrium analysis to Keynesian system; mathematical treatment of some post Keynesian static and dynamic models; linear programming, input-output models.

T., 4:30-6:15 (1st sem.)

Prof. Marwah

EC. 228—ADVANCED SEMINAR IN MATHEMATICAL ECONOMICS AND
ECONOMETRICS (3)

Alternative Structural Estimation Methods: least squares, two-stage least squares, limited-information maximum likelihood, full information maximum likelihood. Some application of structural econometric models.

T., 4:30-6:15 (2nd sem.)

Prof. Marwah

ECONOMIC HISTORY

EC. 231—ECONOMIC HISTORY, I (3)

The purpose of the course will be to develop the connections between historical and economic analysis. Various approaches to the study of history will be discussed. The major historical theories of economic change will be presented and their relation to modern economic theory will be discussed. A major part of the course will be devoted to the study of the economic history of important European countries.

T., 7:00-8:45 (1st sem.)

Prof. Loschky

EC. 232—ECONOMIC HISTORY, II (3)

The second semester will be a continuation of the historical presentation begun in the first semester, applied mainly to American countries.

T., 7:00-8:45 (2nd sem.)

Prof. Loschky

Group B, Money, Banking and Fiscal Policy

MONEY AND BANKING

EC. 261a—MONEY AND BANKING (3)

The process of money creation and money flows; an analysis of the monetary and banking system, money and capital markets and the role of financial intermediaries.

T., 4:00-5:45 (1st sem.)

Prof. Caligaris

EC. 261b—MONETARY POLICY (3)

Analysis of monetary policy instruments and their effectiveness; the competing objectives of monetary policy; relation to fiscal policy and debt management.

T., 4:00-5:45 (2nd sem.)

Prof. Caligaris

FISCAL POLICY

EC. 262—FISCAL POLICY I (3)

Historical changes in the pattern of government activities, neutral and optimal budgets. A study of different taxes, their incidence, economic effects and problems of administration. Principles of taxation, and the use of the commercial principle of financing government services. Government expenditures and budgetary processes.

F., 4:00-5:45 (1st sem.)

Prof. Smith

EC. 263—FISCAL POLICY II (3)

Intergovernmental fiscal relations, public borrowing and problems of debt management. Relation between fiscal and monetary policies. Fiscal policies during inflation and during depression, and policies to maximize economic growth.

F., 4:00-5:45 (2nd sem.)

Prof. Mieczowski

Group C, Domestic Economic Problems and Policies**INDUSTRIAL ORGANIZATION****EC. 253—INDUSTRIAL ORGANIZATION I (3)**

Presentation of a theoretical framework for the analysis and evaluation of the performance (emphasis on price and output) of real world markets. An examination of a group of American industries to illustrate the usefulness and the limitations associated with the translation of the theory to the real world.. (Prerequisite: Price Theory or permission of professor)

W., 4:00-5:45 (1st sem.)

Prof. Mann

EC. 254—INDUSTRIAL ORGANIZATION II (3)

An analysis of some dynamic aspects of performance, with reference to the theoretical framework presented first semester. An examination of antitrust and public utility regulation as public policies designed to promote better market performance. (Prerequisite: Price Theory or permission of professor)

W., 4:00-5:45 (2nd sem.)

Prof. Mann

**EC. 256—THE POLITICAL AND SOCIAL ENVIRONMENT OF THE
BUSINESS ENTERPRISE**

An examination of the structure, objectives and methods of economic systems and industrial units from the standpoint of Christian conceptions of a just social order. Problem areas involving the relationship of the economic system to the welfare of the community and the nation will be discussed.

W., 7:00-8:45 (2nd sem.)

Prof. McEwen, S.J.

EC. 257—ECONOMIC POLICY SEMINAR (3)

Basic evaluation of selected economic policies in terms of the objectives of progress, stability, justice and freedom, and in the light of Christian ethics. Specific problems will be assigned in such fields as price policy, competition, monopoly control and consumer protection.

W., 7:00-8:45 (1st sem.)

Prof. McEwen, S.J.

EC. 292—REGIONAL ECONOMIC ANALYSIS (3)

Analyses of regional economic development in the United States with attention focused on the depressed areas and lagging industrial sectors, theoretical and empirical studies.

F., 4:00-5:45 (2nd sem.)

Prof. Smith

LABOR

EC. 281—LABOR ECONOMICS AND LABOR RELATIONS (3)

An introductory analysis of the institutions concerned with utilization of human resources; the growth, organization and objectives of management and trade unions; selected issues and problems involved in the process of collective bargaining.

T., 7:00-8:45 (1st sem.)

Prof. White

EC. 282—PROBLEMS IN LABOR ECONOMICS (3)

Examination and analysis of the impact of collective bargaining upon the operation of the labor market and upon wage determination in the firm, the industry and the economy as a whole. Prerequisite: Ec 281 or equivalent.

Not offered in 1964-1965

EC. 283—LABOR RELATIONS AND PUBLIC POLICY (3)

The evolution of the public policy framework for collective bargaining; selected problems in the regulation of union-management relations; critical analysis of private and governmental arrangements in the field of worker security. Prerequisite: Ec. 281 or equivalent.

T., 7:00-8:45 (2nd sem.)

Prof. White

Group D, International Economic Problems and Policies

INTERNATIONAL TRADE AND FINANCE

EC. 271—THEORY OF INTERNATIONAL TRADE (3)

Partial and general equilibrium theories of international trade; gains from trade, internal and external balance in an open economy; disturbance and adjustment of balance of payments. Analysis of international economic policies, such as, protectionism and regional trade arrangements. Prerequisite: Undergraduate International Trade Course.

Th., 7:00-8:45 (1st sem.)

Prof. Bandera

EC. 272—INTERNATIONAL FINANCE (3)

International payment systems and international equilibrium; money markets and capital markets; capital movements and the theory of transfer. Analysis of international financial policies and regional trade arrangements. Prerequisite: Undergraduate International Trade Course.

Th. 7:00-8:45 (2nd sem.)

Prof. Bandera

COMPARATIVE SYSTEMS AND SOVIET ECONOMICS

EC. 297—SOVIET ECONOMIC SYSTEM (3)

The rate of growth of, and changes in the structure of, the Soviet economy under the five-year plans, planning principles and institutions, the role of financial controls and incentives, foreign economic relations.

W., 7:00-8:45 (1st sem.)

Prof. Smolinski

EC. 298—COMPARATIVE ECONOMIC SYSTEMS (3)

An analysis of the ways in which nations organize economic activity, the role of monetary and financial institutions, the organization of industry, agriculture and trade, the allocation of resources to alternative goals, and the basic issue of consumer sovereignty versus economic planning.

F., 4:00-5:45 (1st sem.)

Prof. Mieczkowski

ECONOMIC DEVELOPMENT

EC. 273—ECONOMIC DEVELOPMENT (3)

A consideration of the various theories offered as explanation of the origin and persistence of economic growth in developed countries, and an application of these theories to those countries now striving to achieve a continuing rise in per capita income

Th., 4:00-6:15 (1st sem.)

Prof. McLaughlin

EC. 374—LABOR IN ECONOMIC DEVELOPMENT (3)

An analysis of the role of manpower in economic development. Economic, political, and social development will be considered from the perspective of the education, training, and energizing of human resources.

Th., 4:00-6:15 (2nd sem.)

Prof. McLaughlin

EC. 373—ECONOMIC DEVELOPMENT SEMINAR (3)

An analysis of development policies. The rationale of economic growth, the role of government, of monetary policy, foreign trade and foreign aid. A study of investment criteria. The causes of instability. The relationship of instability to economic growth. Case studies of economic planning.

Not offered in 1964-1965

RESEARCH

EC. 299—READING AND RESEARCH (3)

By arrangement

THE DEPARTMENT

EC. 301—THESIS SEMINAR (3, 3)

By arrangement

THE DEPARTMENT

EC. 305—THESIS DIRECTION (2 points)

A two-point non-credit course.

By arrangement

THE DEPARTMENT

EC. 310-311—RESEARCH SEMINAR

Required of all admitted to candidacy for the doctor's degree and open to those working on masters theses.

M., 7:00-8:45 (both sems.)

Prof. McEwen, S.J.

EDUCATION (Ed)

Professors: WILLIAM C. COTTLE, REV. CHARLES F. DONOVAN, S.J., REV. ROBERT F. DRINAN, S.J., JOHN R. EICHORN, SISTER MARY JOSEPHINA, C.S.J., REV. JAMES F. MOYNIHAN, S.J., EDWARD J. POWER, STEPHEN F. ROACH, ALEXANDER A. SCHNEIDERS.

Associate Professors: KATHARINE C. COTTER, MARION J. JENNINGS, ROBERT P. O'HARA, JOHN J. WALSH.

Assistant Professors: MICHAEL H. ANELLO, CATHERINE M. DOWNEY, VIOLET A. KUGRIS, PIERRE D. LAMBERT, CARLTON B. LEHMKUHL, RAYMOND J. MARTIN, VINCENT C. NUCCIO, (*Chairman*), FRANCIS P. POWERS, ANTHONY T. SOARES, JOHN F. TRAVERS.

Lecturers: PHILIP A. DIMATTIA, REV. JOHN R. MCCALL, S.J., REV. EDWARD NORTON, S.V.D., FREDERICK A. SILVER.

The Department offers courses leading to the Master of Education degree, the Master of Arts in Teaching degree, Master of Science in Teaching degree, the Certificate of Advanced Educational Specialization, the Doctor of Education degree, and the Doctor of Philosophy degree.

DEPARTMENTAL PROGRAMS AND REQUIREMENTS

Master of Education Degree:

There are eight fields of concentration at the Master's level: elementary education (Plan A or Plan B), secondary education, guidance and counseling, educational administration and supervision, reading, religious education, special education, and peripatology. Two distinct programs are offered for those who desire to major in elementary education. Plan A is designed for students without experience as elementary school teachers and without undergraduate courses in education. Plan B is designed for experienced elementary school teachers and involves the completion of 30 credits in education including the required and recommended courses indicated below.

All candidates for the M.Ed. degree must take the following core courses: Ed 201, Ed 202 or Ed 203, and Ed 211 or Ed 214. Ed 201 must be included among the first four courses taken by the degree candidate. Ed 209 is recommended for those who have had no course work in the history of American education. Each student is required to take an oral comprehensive examination at the conclusion of his course work.

Master of Arts in Teaching and Master of Science in Teaching Degrees: (Cf. pp. 346-347).

The M.A.T.—M.S.T. Degree program is designed for liberal arts graduates who wish to prepare for teaching secondary school. All candidates selected must complete a cooperative six-week summer program which has been arranged with the Wellesley Public School system.

Required courses in the Education Department include Ed 211, Ed 230 and Ed 231 to be completed during the Summer Session; Ed 201 and Ed 203 together with the Internship in Teaching, Ed 233, to be completed during the academic year. Graduate students in this program must also complete 15 hours in the subject matter field.

Certificate of Advanced Educational Specialization:

The Graduate Department of Education makes provision for a Certificate of Advanced Educational Specialization for students who complete a directed program of courses and/or research amounting to a minimum of thirty semester hours beyond the Master's degree. Candidates for the certificate must have three years of successful teaching experience, must pursue a program approved by the Chairman of the Department, and must pass a comprehensive examination covering the field of specialization. The Certificate of Advanced Educational Specialization is not awarded for a simple accumulation of course credits beyond the Master's degree. Course credits are not automatically transferable to a Doctor's program. Specific programs for the Certificate of Advanced Educational Specialization are designed in Educational Administration and Supervision and in Counselor Education and Counseling Psychology. Programs in other areas of study may be arranged by permission of the Chairman of the Department.

Doctor of Philosophy, Doctor of Education Degrees: (Cf. pp. 348-349).

There are five fields of concentration at the doctoral level: history and philosophy of education, higher education, educational psychology and measurement, counselor education and counseling psychology, and educational administration and supervision. Each doctoral candidate must concentrate in one of these areas as his major; he may take another area as a minor. A statement of departmental regulations governing the admission and advancement of doctoral students may be obtained from the Chairman.

ELEMENTARY EDUCATION

Plan A—Teacher Preparation Program for liberal arts graduates. This program is offered for full-time candidates for the M.Ed. degree in Elementary Education. Students will be required to begin the thirty-three credit program in the Summer Session.

Summer Session

Ed 201 Research Methods of Education

Ed 211 Education Psychology

Fall Semester

Ed 221 Seminar in Elementary Methods

Ed 223 Frontiers of Elementary Education

- Ed 224 Developmental Reading Instruction
Spring Semester
- Ed 203 Philosophy of Education
- Ed 216 Child Psychology
- Ed 220 Student Teaching (10 weeks)
- Ed 262 Educational Tests and Measurements

Plan B—For experienced elementary school teachers who are candidates for the M.Ed. degree in Elementary Education. (Thirty credit program)

Education Core—Required (9 credits)

1. Ed 201 Research Methods in Education
 2. Ed 202 Modern Educational Thought
- or*
- Ed 203 Philosophy of Education
 3. One of the following:
 - Ed 211 Educational Psychology
 - Ed 214 Modern Psychology and Education
 - Ed 216 Child Psychology

Professional Core—Required (12 credits)

- Ed 223 Frontiers of Elementary Education
- Ed 328 Seminar in Elementary Education
- Two of the following:
 - Ed 222 Children's Literature
 - Ed 223A Language Arts in the Elementary School
 - Ed 223B Social Sciences in the Elementary School
 - Ed 223C Math in the Elementary School
 - Ed 223D Science in the Elementary School
 - Ed 224 Developmental Reading Instruction

Electives—(9 credits)

Electives may be selected from courses not taken in the professional core or from courses in reading, educational psychology, or guidance related to the field of elementary education.

SECONDARY EDUCATION

A program designed for experienced secondary school teachers. Required in addition to the M.Ed. core, are Ed 215 or Ed 217, Ed 232, and Ed 235. The student is also advised to select such courses as Ed 227 and Ed 262. All students in this program are encouraged to take four courses in the arts or science department serving their academic major.

READING SPECIALIST

The Graduate Department of Education offers a sequence of courses, thirty semester hours, leading to certification as a Reading Specialist, approved by the International Reading Association committee on standards.

It is possible to earn a Master's Degree and a Specialist Certificate simultaneously. For students who have received their Master's Degree, a certificate may be secured by completing the courses required in the

sequence as: an unclassified student accepted by the Graduate School, a candidate for the Certificate of Advanced Educational Specialization, or a doctoral candidate. The maximum number of transfer credits in any category above is six semester hours, two three-semester hour courses, subject to the approval of the Director of the Specialist Program and the Chairman of the Department. The required courses and electives are listed below. Except for Ed 326A, these are three-semester hour courses:

- Ed 202 Modern Educational Thought, *or* Ed 203 Philosophy of Education
- Ed 211 Educational Psychology, *or* Ed 214 Modern Psychology and Education
- Ed 201 Research Methods in Education
- Ed 262 Educational Tests and Measurements, *or* Ed 260 Educational Statistics I
- Ed 264 Psychometrics I: Individual Intelligence Testing
- Ed 224 Developmental Reading Instruction
- Ed 226 Diagnostic and Remedial Techniques in Reading
- Ed 326A Laboratory-Practicum in Remedial Reading (6 credits)
(This is a combination of Ed 226A Laboratory in Remedial Reading, and Ed 326 Practicum in Reading. Students who have completed Ed 226A may still register for Ed 326.)

An Elective

Electives approved are: Ed 213, Ed 215, Ed 216, Ed 222, Ed 227, Ed 242, Ed 243, Ed 244, Ed 245, Ed 246, Ed 247, Ed 259, Ed 260, Ed 262, Ed 280, Ed 288, Ed 290, Ed 291, Ed 353.

SPECIAL EDUCATION

Teachers of the Mentally Retarded:

Courses may be taken which lead to certification for special class teaching and to a Master of Education degree. Required courses: Ed 262, Ed 280, Ed 281, Ed 282. Occupational Crafts and Skills, offered in the undergraduate School of Education, is a certification requirement, but carries no degree credit. Ed 220A Student Teaching, Teaching the Mentally Retarded, a certification requirement, may be included in the degree program. Recommended courses: Ed 216 or Ed 217, Ed 226, Ed 284, Ed 288 and Ed 283. Programs will be planned on an individual basis to meet particular student needs and backgrounds.

Teachers of the Emotionally Disturbed:

This program is designed to prepare special teachers of the emotionally disturbed child and affords opportunity to meet eligibility requirements for such teachers in Massachusetts. Required courses: Ed 212, Ed 216 or Ed 217, Ed 262, Ed 280, Ed 287, Ed 288. Ed 220B, Student Teaching, Teaching the Emotionally Disturbed, is an eligibility requirement, and may be included in the degree program. Programs will be planned on an individual basis in order to meet particular student needs and backgrounds.

PERIPATOLOGY

This graduate program (M.Ed.) provides instruction for those interested in teaching orientation and mobility to the blind. Graduates are employed in public and private schools, rehabilitation centers, and other agencies concerned with the rehabilitation of the blind. Their responsibility is to help the blind to use more effectively their senses particularly for the purposes of travel. This program is made possible through the Vocational Rehabilitation Administration of the Office of Health, Education, and Welfare which provides, also, a number of traineeships amounting to \$200 per month plus complete tuition and registration fees during the training period.

The course requirement for this program is 36 semester hours including the following or their equivalent:

- Ed 201 Research Methods in Education
- Ed 202 Modern Educational Thought
- Ed 214 Modern Psychology and Education
- Ed 212 Abnormal Psychology
- Ed 292 Human Behavior and Social Work
- Ed B293 Orientation to Work with the Blind
- Ed B294 Dynamics of Blindness and Rehabilitation
- Ed B295 The Human Senses: Their Nature and Training
- Ed B296 Medical Aspects of the Rehabilitation of the Blind
- Ed B297 Practicum for Mobility Therapists (9 credits)

The Practicum, a supervised internship, extends throughout the entire program. Teaching experiences are made possible through the cooperation of St. Paul's Rehabilitation Center, Newton; state, public, and private schools; and private and state agencies.

Inquiries regarding this program should be sent to the Coordinator, Peripatology Program.

RELIGIOUS EDUCATION

Students preparing for a Master's degree in Religious Education fulfill requirements from a sequence of six courses in Theology (offered only in the Summer Session) and of four courses in Education. Students should select courses in Education from the categories below. An oral comprehensive examination in course work in the Education sequence is required.

Education Core — (12 credits)

1. Ed 205 History of Catholic Education in the United States
2. Ed 203 Philosophy of Education
 - or*
 - Ed 202 Modern Educational Thought
3. Ed 211 Educational Psychology
 - or*
 - Ed 215 Adolescent Psychology
 - or*
 - Ed 216 Child Psychology
4. Ed 276 Seminar in the Teaching of Religious Education

HISTORY AND PHILOSOPHY OF EDUCATION

The doctoral program in history and philosophy of education is designed especially for students preparing for college teaching careers in Education. Programs may be arranged for concentration in history or philosophy of education, or they may be balanced with approximately equal credit hours from history and philosophy. Normally the doctoral dissertation will designate the area of concentration: history or philosophy.

The total post-master's degree credit-hour requirement is 45-48 hours of which a minimum of 30 credit hours must be taken in history or philosophy of education courses or courses from other graduate departments approved by the doctoral committee.

The following courses are required in the history and philosophy of education sequence:

- Ed 202 Modern Educational Thought
- Ed 203 Philosophy of Education
- Ed 209 History of American Education
- Ed 210A History of Ancient and Medieval Education
- Ed 210B History of Modern Education
- Ed 308 Seminar in the Philosophy of Education
- Ed 309 Seminar in the History of Education

The following courses are recommended:

- Ed 204 Educational Classics
- Ed 205 History of Catholic Education in the United States
- Ed 207 Comparative Education
- Ed 208 Sociology of Education
- Ed 232 American Secondary Education
- Ed 258B Church-State Problems in American Education
- Ed 370 History and Theory of Higher Education

Courses in history and philosophy of education are open to graduate students below the doctoral level as well as to doctoral students in other fields of Education, usually without prerequisites. These courses propose to offer a theoretical foundation and a liberalizing orientation to the graduate program in Education.

EDUCATION PSYCHOLOGY AND MEASUREMENT

The doctoral program in psychology and measurement is designed to prepare candidates for teaching and research positions in higher education, and for research offices in schools, government agencies, and industries where there is a direct concern with factors affecting learning and with the evaluation of instructional procedures. The goals of the courses offered in this area are (1) to develop the student's mastery of the basic concepts and findings pertinent to the learning process and (2) to develop skill in the major techniques of investigation necessary for research into the problems of this field. The offerings in the field of educational psychology and measurement consist of (a) a series of core courses, (b) related courses to be selected in terms of the student's major needs and interests, and (c) individual and group research activities with

members of the staff. Offerings of the Department of Psychology will normally be included in the student's program.

Core courses:

- Ed 211 Educational Psychology
- Ed 212 Abnormal Psychology
- Ed 214 Modern Psychology and Education
- Ed 215 Psychology of Adolescence
- Ed 216 Child Psychology
- Ed 218 Social Psychology
- Ed 260 Educational Statistics I
- Ed 261 Educational Statistics II
- Ed 262 Educational Tests and Measurements
- Ed 264 Psychometrics I
- Ed 265 Psychometrics II

Related courses:

- Ed 217 Human Growth and Development
- Ed 242 Principles and Techniques of Guidance
- Ed 247 Mental Hygiene
- Ed 284 Research in Mental Retardation
- Ed 288 Dynamics and Education of Emotionally Disturbed Children
- Ed 303 Research Design
- Ed 343 Case Studies, Diagnoses, and Interviewing
- Ed 344 Dynamic Psychology of Individual Behavior
- Ed 345 Trait-Factor-Self Theory
- Ed 365 Personality and Interest Inventories in Theory and Practice
- Ps 204 Theories of Learning
- Ps 205 Differential Psychology
- Ps 206 Psychology of Perception
- Ps 207 Psychodiagnosis I
- Ps 208 Psychodiagnosis II
- Ps 212 Experimental Design
- Ps 219 Psychodynamic Theories of Personality

Research and Seminar Experience

- Ed 302C Projects in Psychology and Measurement
- Ed 312 Seminar in Psychology of Learning
- Ed 362 Seminar in Educational Measurement

COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY

The Boston College program in Counselor Education and Counseling Psychology is designed to meet professional standards recommended by the American Psychological Association and the American Personnel and Guidance Association. The program of counselor education includes a 36-hour Master's degree in guidance and counseling and an additional 30-hour certificate of advanced educational study which continues and completes the professional preparation of most guidance and personnel workers. Those wishing to become counseling psychologists may secure a Doctor of Education or a Doctor of Philosophy degree.

The Master of Education degree contains a common core of education courses, a common core of guidance courses and then permits the candidate to select a series of recommended courses of professional preparation for either elementary school guidance or guidance at the secondary school and college level. Each of the professional courses in guidance and counseling is accompanied by pre-practicum laboratory experiences.

Certificate candidates and doctoral candidates who have completed a Master's degree in an area other than counseling and guidance must take as prerequisites an additional 12-15 graduate semester hours in the guidance core, and electives from appropriate courses at the Master's level. Those who have completed a Master's degree in guidance and counseling at Boston College, or its equivalent at another University, should select courses from the advanced graduate courses listed below. These ordinarily consist of 30 hours for the CAES and a minimum of 48 hours plus a dissertation for the doctorate. However, all doctoral candidates must complete at least 60 graduate semester hours in courses of a psychological nature in education or psychology in order to qualify for membership in the American Psychological Association. Electives for the doctorate include a major in counseling psychology and ordinarily would include a minor in evaluation or general or clinical psychology. Other minors are possible according to the unique needs of a given candidate, and can be worked out in conference with the candidate's advisor and doctoral committee.

The CAES is intended as a degree to complete the professional preparation counselors need beyond the Master's degree. A high level of performance for the CAES would permit the candidate to be considered for a doctoral program, but doctoral candidates may *not* elect to substitute the CAES.

All courses in the Guidance and Counseling sequence are taught by psychologists who are members of the American Psychological Association and the American Personnel and Guidance Association. Candidates should plan courses to qualify for membership in these professional associations.

Master's Programs in Guidance and Counseling: In the programs presented below the recommended courses are listed in order of presentation. Optional courses ordinarily will not be taken unless the course listed first has been completed.

Education Core—(9 hours)

- Ed 203 Philosophy of Education *or* Ed 202 Modern Educational Thought
- Ed 201 Research Methods in Education *or* Ed 260 Educational Statistics I
- Ed 211 Educational Psychology *or* Ed 214 Modern Psychology and Education

Guidance Core—(9 hours)

- Ed 242 Principles and Techniques of Guidance
- Ed 241 Organization and Administration of Guidance and Personnel Services
- Ed 265 Psychometrics II—Group Psychological Tests

*Elective Programs—(18 hours)**Elementary School Guidance*

Ed 245 Clinical Child Guidance

Ed 243 Counseling and Group Guidance in Elementary Schools

Ed 216 Child Psychology or Ed 217 Human Growth and Development

Ed 226 Remedial Reading

One of the following:

Ed 264 Psychometrics I—Individual Intelligence Testing

Ed 344 Dynamic Psychology of Individual Behavior

Ed 343 Case Studies, Diagnosis and Interviewing

and

Ed 346A Practicum in Child Guidance

Secondary and College

Ed 246 The Counseling Process

Ed 247 Mental Hygiene

Ed 248 Vocational Information and Placement

Ed 215 Adolescent Psychology or Ed 218 Social Psychology

One of the following:

Ed 264 Psychometrics I: Individual Intelligence Testing

Ed 344 Dynamic Psychology of Individual Behavior

Ed 343 Case Studies, Diagnosis and Interviewing

and

Ed 346 Beginning Counseling Practicum

Advanced Graduate Courses in Counseling Psychology:

The candidate elects any appropriate courses approved by his advisors. In the case of Advanced Counseling Practicum the total hours should be those necessary for the candidate to be prepared for the Supervised Internship in Counseling Psychology.

EDUCATIONAL ADMINISTRATION AND SUPERVISION

Boston College offers graduate programs for the preparation of qualified candidates for (and the in-service training of present occupants of) all the major administrative and supervisory posts in education, viz: the elementary and secondary school principalships, the school superintendency, and supervisory and other central administrative offices. There are also programs for those planning careers in college and university administration.

Applicants for admission to all programs in administration and supervision must: complete the Aptitude Tests of the Graduate Record Examination (morning session) and the Miller Analogies Test; present evidence of a successful undergraduate program which indicates honor grade ability; be a certified or certifiable teacher with successful teaching experience; be recommended for a career in school administration by a practicing school administrator or, at university discretion, be approved by a member of the Boston College Advisory Board on Administrative Programs and Admissions; and receive the approval of the faculty committee on admission to administrative programs.

The Boston College Advisory Board on Administrative Programs and Admissions is made up of practicing educational administrators from the six New England states.

The programs in educational administration and supervision include a 30-hour (minimum) Master's degree, an additional 30-hour (minimum) Certificate of Advanced Educational Specialization, and the Doctor of Education or Doctor of Philosophy degree.

Each program is made up of a core of required courses (15 sem. hrs. for the Certificate; 21 sem. hrs. each for the Master's and Doctor's degrees) plus electives. All electives must have the prior approval of the student's program advisor. Electives will usually be in the student's area of specialization; however, they may be in related educational areas or in the supporting disciplines of sociology, psychology, business administration, law, economics, or political science.

Master's Degree programs in administration are designed primarily for the preparation of elementary and secondary school principals and staff supervisory personnel.

Master's Degree Program: (Required courses)

Ed 201 Research Methods in Education

Ed 203 Philosophy of Education

or

Ed 202 Modern Educational Thought

Ed 211 Educational Psychology

or

Ed 214 Modern Psychology and Education

Ed 251A Introduction to Educational Administration

Ed 252 Personnel Administration

Ed 256A Legal Aspects of Educational Administration, I

Ed 259 Supervision

The programs leading to the professional Certificate of Advanced Educational Specialization (CAES) are designed specifically for both prospective, and currently-practicing administrators (or supervisors) with a Master's degree—not necessarily in educational administration and supervision—who do not contemplate securing a doctoral degree, but who see the value of pursuing a unified, sequential program of advanced graduate work in order to improve their present skills and competencies.

At the present time, Boston College has entered into cooperative agreement with certain New England colleges whereby some students desirous of obtaining the professional Certificate will be allowed transfer credit for up to 50 percent of the course requirements for the Certificate.

Certificate Program: (Required courses)

A certificate candidate's program, together with his related pre-certificate (i.e., master's degree) courses, must include the following courses, or their equivalent.

- Ed 201 Research Methods in Education
- Ed 203 Philosophy of Education
- or*
- Ed 202 Modern Educational Thought
- Ed 251A Introduction to Educational Administration
- Ed 256A Legal Aspects of Educational Administration, I
- Ed 352 Seminar in Problems in School Administration

The Doctoral Programs allow students to prepare for all administrative and supervisory positions in education through and including the superintendency.

Doctor's Degree Program: (Required courses)

A Doctoral candidate's program, together with his related pre-doctoral courses, must include the following courses, or their equivalent.

- Ed 201 Research Methods in Education
- Ed 203 Philosophy of Education
- or*
- Ed 202 Modern Educational Thought
- Ed 251B Administration of the Local School System
- Ed 256B Legal Aspects of Educational Administration, II
- Ed 260 Educational Statistics, I
- Ed 351 Administrative Case Studies
- Ed 352 Seminar in Problems in School Administration

For more detailed descriptions of the programs in administration and supervision, write to Dr. Stephen F. Roach, Coordinator of Administrator Training, for the brochure entitled "Graduate Programs in Educational Administration."

HIGHER EDUCATION

The Boston College Center for Higher Education is organized to perform these functions: to offer a program of instruction in the Graduate School for students who elect to major or minor in Higher Education as preparation for a career in college or university teaching or administration; to encourage, sponsor and conduct individual, co-operative, and institutional experimentation and research in various aspects of higher education; to arrange seminars and colloquia wherein prospective college teachers may be exposed to some of the features of professional life in an academic community, and where they may begin to develop some arts and understandings essential to successful college teaching; to conduct institutes for college teachers and administrators; and to offer consulting services to colleges and universities.

Many of the courses in Higher Education require only graduate standing for admission, although the major or the minor concentration in Higher Education is normally reserved for doctoral students. Education 370, Higher Education I; and Education 371, Higher Education II, are required for the doctoral major or minor; the remaining courses for doctoral programs may be selected from among the following:

- Ed 372 Measurement and Evaluation in Higher Education
- Ed 373 Student Personnel Programs in Higher Education
- Ed 374 Seminar in Current Problems in Higher Education I
- Ed 375 Seminar in Current Problems in Higher Education II
- Ed 376 Seminar in College Teaching
- Ed 377 Research in Higher Education
- Ed 302F Projects in Higher Education

The research program of the Center is broad enough to include projects and dissertations of advanced graduate students in Higher Education.

The Seminar in College Teaching, Ed 376, is open to advanced graduate students from all departments of the Graduate School with the permission of the student's chairman. The seminar will feature prominent university professors representing various academic disciplines to lead discussions, give demonstrations, and direct thought and study on persistent issues of college pedagogy.

COURSES OF INSTRUCTION

Research and Special Studies

ED. 201—RESEARCH METHODS IN EDUCATION (3)

An introduction to the research literature in education and to the principal methods employed in the study of educational problems. The course focuses on the development of the understandings and skills needed in the interpretation of research reports. This course is required for all graduate students in education.

T., 4:30-6:15 (1st sem.)

Prof. Walsh

F., 4:30-6:15 (2nd sem.)

Prof. Kugris

Summer Session, 1964

ED. 301—THESIS SEMINAR (3, 3)

For M.Ed. candidates who elect to write a thesis. The problems of research will be suited to the needs of the participants.

By arrangement

ED. 302—INDIVIDUAL PROJECTS IN EDUCATION *

Open to advanced students only. Approval of professor in appropriate field required.

By arrangement

ED. 302A—PROJECTS IN ADMINISTRATION AND SUPERVISION *

ED. 302B—PROJECTS IN COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY *

ED. 302C—PROJECTS IN PSYCHOLOGY AND MEASUREMENT *

ED. 302D—PROJECTS IN CURRICULUM AND INSTRUCTION *

*Credits to be determined

ED. 302E—PROJECTS IN HISTORY AND PHILOSOPHY OF EDUCATION *

ED. 302F—PROJECTS IN HIGHER EDUCATION *

ED. 303—RESEARCH DESIGN (3)

An advanced course for doctoral candidates. Methods of data collection and analysis, including experimental design, are studied in relation to problems for which they are appropriate.

Prerequisite: Consent of the instructor.

W., 4:30-6:15 (2nd sem.)

Prof. Walsh

ED. 305—THESIS DIRECTION (2 points)

A two point non-credit course.

By arrangement

Elementary Education

ED. 220—STUDENT TEACHING, ELEMENTARY SCHOOL (6)

This course consists of a minimum of ten weeks of observation and practice teaching in selected elementary schools, supervised by the Department of Education of the Graduate School. Student teachers will meet once a week or more often for group or individual conferences with the department supervisor. This course is for candidates in Elementary Education, Plan A.

By arrangement

ED. 221—SEMINAR IN ELEMENTARY METHODS (6)

This course is designed to present the organization of the curriculum of the Elementary School. It will include basic methods and techniques of teaching, and will extend the study of the curriculum into the areas of Social Studies, Mathematics, Language Arts (other than Reading), Science, Art, Music and Speech. Opportunities will be given for observations in School Systems in the surrounding areas. This course is for candidates in Elementary Education, Plan A.

T., Th., 3:30-6:00 (1st sem.)

THE DEPARTMENT

ED. 223—FRONTIERS IN ELEMENTARY EDUCATION (3)

Focus will be on practical application of new and effective approaches to curriculum development; evaluation of teaching and learning; implementation of research in the classroom; recent innovations in elementary education, such as programmed learning, team teaching, educational television and the ungraded school. This course is for candidates in Elementary Education, Plan A and Plan B.

W., 4:30-6:15 (1st sem.)

Prof. Cotter

*Credits to be determined

ED. 223A—LANGUAGE ARTS IN THE ELEMENTARY SCHOOL (3)

This course is designed for experienced teachers to encourage a creative view of the facets of the language arts (other than reading), and their related skills. Emphasis will be on techniques of presentation in all the areas of oral and written expression. This course is for candidates in Elementary Education, Plan B.

W., 4:30-6:15 (2nd sem.)

Prof. Downey

ED. 223B—SOCIAL SCIENCES IN THE ELEMENTARY SCHOOL (3)

Current practices and new trends in curriculum, methods and materials, and evaluation in history, geography and related social sciences for grades one through six will be presented.

F., 4:30-6:15 (2nd sem.)

Prof. Cotter

ED. 223C—MATHEMATICS IN THE ELEMENTARY SCHOOL (3)

Spring, 1966

ED. 223D—SCIENCE IN THE ELEMENTARY SCHOOL (3)

Spring, 1966

ED. 328—SEMINAR IN ELEMENTARY EDUCATION (3)

This course will be devoted to solving problems in the elementary school common to members of the class. Based on a study of the experiences and needs of the students; those having common problems will be encouraged to work together. Special attention will be given to those who plan to enter a new area in the elementary field. This course is for candidates in Elementary Education, Plan B.

W., 4:30-6:15 (2nd sem.)

Prof. Cotter

Secondary Education

ED. 230—OBSERVATION AND STUDENT TEACHING, SECONDARY SCHOOL (3)

Open only to students involved in the M.A.T.-M.S.T. Program, with permission of the Chairman of the Department.

Summer Session, 1964

ED. 231—TECHNIQUES OF TEACHING IN THE SECONDARY SCHOOL (3)

Open only to students involved in the M.A.T.-M.S.T. Program, with permission of the Chairman of the Department.

Summer Session, 1964

ED. 232—AMERICAN SECONDARY EDUCATION (3)

A study of critical issues in the development of the American high school with particular stress on contemporary problems.

Th., 4:30-6:15 (2nd sem.)

Prof. Lambert

- ED. 233—INTERNSHIP IN TEACHING (3, 3)
Open only to MAT-MST teaching interns.
Both Semesters *Prof. Powers*
- ED. 235—CURRICULUM DEVELOPMENT IN SECONDARY EDUCATION (3)
In this course problems of educational objectives, learning experiences, organization and evaluation in curriculum development will be analyzed.
F., 4:30-6:15 (2nd sem.) *Prof. Powers*
Summer Session, 1964
- ED. 238—LITERARY TYPES FOR JUNIOR AND SENIOR HIGH (3)
Historical development of major literary types—essay, short story, novel, drama, and poetry, with emphasis on those elements which may prove most interesting to the high school reader. Also, a study of selected works to determine appropriate methods of teaching these types.
Summer Session, 1964
- Reading Specialist*
- ED. 222—CHILDREN'S LITERATURE (3)
The purpose of this course is to survey quality prose and poetry for developing an effective program in children's literature. Criteria for book selection and teaching procedures are examined.
Th., 4:30-6:15 (1st sem.) *Prof. Jennings*
- ED. 224—DEVELOPMENTAL READING INSTRUCTION (3)
The sequential development of the basic reading skills in the elementary grades is presented in this course. A study of current teaching practices and materials of instruction is included.
M., 4:30-6:15 (1st sem.) *Prof. Jennings*
Summer Session, 1964
- ED. 226—DIAGNOSTIC AND REMEDIAL TECHNIQUES IN READING (3)
This course is designed to give the regular classroom teacher or clinician skill in diagnosing and removing reading deficiencies. Using a set of specimen tests, the study of one remedial reading case is required. Recommendations for the instruction of retarded readers are presented. The causes and prevention of reading failure are also considered.
Th., 4:30-6:15 (2nd sem.) *Prof. Jennings*
- ED. 227—READING IN THE SECONDARY SCHOOL (3)
Special emphasis is given to the principles, procedures and instructional materials used in teaching the fundamentals of reading at the junior and senior high level. Techniques for correcting specific reading difficulties are also examined.
M., 4:30-6:15 (2nd sem.) *Prof. Jennings*
Summer Session, 1964

ED. 326—PRACTICUM IN READING (3)

An independent research project in developmental or remedial reading at the elementary or secondary level, preferably involving: the actual teaching of retarded readers, setting up a reading center, or developing an in-service program for classroom teachers. For other topics, see the instructor for approval. As a model in style and form of writing this report, the Kate Turabian manual is recommended.

By arrangement

Prof. Jennings

ED. 326A—LABORATORY-PRACTICUM IN REMEDIAL READING (6)

Clinical practice is provided through the daily teaching of one or more pupils who are deficient in reading. Direction and guidance of this tutoring are provided in seminar sessions. The writing of a case report is a course requirement.

Summer Session, 1965

*Special Education*ED. 220A—STUDENT TEACHING, TEACHING THE MENTALLY
RETARDED (6)

A minimum of ten weeks of observation and teaching in selected special classes for the mentally retarded in public schools; supervised by the Department of Education of the Graduate School. Student teachers will meet once a week for group or individual conferences with the Department supervisor. Consent of instructor required.

By arrangement

Prof. Cotter

ED. 220B—STUDENT TEACHING, TEACHING THE EMOTIONALLY
DISTURBED CHILD (6)

A minimum of ten weeks of observation and teaching in selected special classes for the emotionally disturbed in public schools; supervised by the Department of Education of the Graduate School. Student teachers will meet once a week for group or individual conference with the Department supervisor. Consent of instructor required.

By arrangement

Prof. Cotter

ED. 280—PSYCHOLOGY AND EDUCATION OF EXCEPTIONAL
CHILDREN (3)

Characteristics, educational provisions for children who deviate significantly from the norms in vision, hearing, intelligence and in social and emotional adjustment.

T., 4:30-6:15 (2nd sem.)

Prof. Cotter

ED. 281—PSYCHOLOGY OF THE MENTALLY RETARDED (3)

Considers causes of mental retardation as well as methods of locating those who are mentally retarded. Attention is also given to problems of learning and adjustment as they relate to mental retardation.

W., 4:30-6:15 (1st sem.)

Prof. Eichorn

ED. 282—TEACHING MENTALLY RETARDED CHILDREN (3)

Methods of teaching mentally retarded children of different maturation levels. Organization and planning of instructional activities and materials; the use of community resources. (Cf. section concerning Teachers of the Mentally Retarded)

W., 4:30-6:15 (*2nd sem.*)

Prof. Eichorn

ED. 283—GUIDANCE OF THE MENTALLY RETARDED (3)

Personal, educational and vocational guidance principles and procedures for the mentally retarded and those concerned with their welfare.

Summer Session, 1965

ED. 284—RESEARCH IN MENTAL RETARDATION (3)

An analysis and evaluation of current research in the psychology and education of the mentally retarded child; opportunity for special student projects for selected candidates.

By arrangement

Prof. Cotter

ED. 287—METHODS OF TEACHING THE EMOTIONALLY DISTURBED CHILD (3)

Methods and materials designed to meet the specific learning problems of emotionally disturbed children; classroom management; organization and planning of learning experiences.

T., 4:30-6:15 (*1st sem.*)

Prof. DiMattia

ED. 288—THE DYNAMICS AND EDUCATION OF THE EMOTIONALLY DISTURBED CHILD (3)

Causes, characteristics and treatment of emotional disturbance in children; educational programs; role of the teacher, school and community agencies.

F., 4:30-6:15 (*1st sem.*)

Prof. Cotter

ED. 290—EDUCATION OF THE GIFTED (3)

The course is designed to bring to teachers, supervisors, and administrators a better understanding of the intellectually gifted child in the light of his needs, interests, and capabilities. Types of curricula, special subject areas, teacher preparation, and current research will be treated.

Summer Session, 1965

ED. 291—COMMUNICATION FOR THE CLASSROOM (3)

A course which presents the materials and methods for the improvement of speech, for speech activities, and the integration of speech with school subjects.

Summer Session, 1964

ED. 292—HUMAN BEHAVIOR AND SOCIAL WORK (3)

Introduces the student to a historical review of social work and social work principles. Consideration is given to the dynamics of case work and the interview as they relate to the handicapped with emphasis on blindness. Also of concern is the responsibility of the community and an understanding of community sources available to those with special needs.

By arrangement—Summer Session only

Prof. Mahoney

Peripatology

ED. B293—ORIENTATION TO WORK WITH THE BLIND (3)

A general introduction to the problem of blindness and a study of services provided to those who are blind by school and public and private agencies. Also included is a review of special state and federal laws effecting the blind as well as a study of special aids used by those who are blind.

ED. B294—DYNAMICS OF BLINDNESS AND REHABILITATION (3)

The main emphasis of this course is the rehabilitation of the adventitiously blind. However, attention is given to the dynamics of the congenitally blind, both children and adults. The course also includes special problems of partially sighted persons within our present definition of blindness and the peculiar nature of their problems.

ED. B295—THE HUMAN SENSES: THEIR NATURE AND TRAINING (3)

This course is designed to provide a working knowledge of sensory psychology, with emphasis on the functional effects of blindness and sensory reorientation following blindness; to familiarize the students with the data acquisition and processing capabilities of the sensory modalities; and to introduce some of the research and training work being done to better equip the blind person to handle the non-visual environmental sensory information.

ED. B296—MEDICAL ASPECTS OF THE REHABILITATION OF THE BLIND (3)

This course is designed to introduce students to the structure and function of the eye and conditions which may cause blindness. Consideration is given to other types of disabilities which may be encountered in the rehabilitation process.

ED. B297—PRACTICUM FOR MOBILITY THERAPISTS (9)

A special four phased program limited to those enrolled in Peripatology. It provides an opportunity to learn the techniques of teaching orientation and mobility as well as providing experience in teaching these skills to the blind.

PRACTICUM I (2)

This is the introductory phase which provides the student an opportunity to learn to travel and to perform other daily routines under a blindfold.

PRACTICUM II (2)

Earlier skills are reenforced and then through observation, demonstration, and close supervised work, teaching materials, procedures and program planning are reviewed and evaluated.

PRACTICUM III (2)

Under close supervision the work of the previous phase is placed into action by the student working with children and adults in schools (public and residential), rehabilitation agencies, and in the community.

PRACTICUM IV (3)

When students have successfully completed the previous phases of the program they are assigned to "student teaching". Students teach under the supervision of the cooperating agency or school as well as the faculty of the practicum section of the Peripatology Program.

Religious Education

ED. 270—BIBLICAL THEMES: OLD TESTAMENT (3)

A study of the general principles of scriptural interpretation according to recent Catholic thought and an introduction to the geographical, social, cultural, and religious background of the Old Testament. A survey of the high points of the Old Testament with a special emphasis on Genesis, Exodus, and the prophets.

Summer Session, 1966

ED. 271—BIBLICAL THEMES: NEW TESTAMENT (3)

A study of the geographical, social, cultural, and religious background of the Gospels. A study of the meaning of Gospel and a literary-theological examination of Mark, Matthew, Luke and John.

Summer Session, 1966

ED. 272—REVELATION AND THE MYSTERY OF THE CHURCH (3)

Notion of revelation: its possibility and fittingness; Miracles: notion, possibility, discernibility and use as criterion to prove divine origin of revelation; Church as an existing fact, moral miracle; Scriptural symbols for Church; Mystical Body; relation of Church to Scripture; Definition of Church in essential elements; jurisdictional, teaching and sanctifying functions in the Church.

Summer Session, 1964

ED. 273—GOD, MAN AND THE SUPERNATURAL (3)

The mystery of God, His attributes and triune nature: God as creator, bestower of the supernatural; man's origin; original sin; grace and man; Catholic and Protestant thought on grace today.

Summer Session, 1964

ED. 274—THE REDEMPTIVE INCARNATION (3)

A study in scripture, tradition, even art, of how the Second Person of the Blessed Trinity became truly man to save us from our sins and restore to us supernatural life. Special attention will be paid to a historical study of the great christological ferment of the first five centuries of our era, as well as to a survey of modern and contemporary thought, Catholic and Protestant, on the problems of christology. Some mention will be made of eschatological questions.

Summer Session, 1965

ED. 275—THE SACRAMENTS AND CHRISTIAN LIFE (3)

The seven Sacraments will be examined with a special emphasis on Baptism and the Eucharist. This examination will be based on a thorough study of the sources, both scriptural and historical so as to discern the gradual historical growth and development of sacramental theology and worship. It will develop the viewpoint that sees the sacraments and sacramentals as signs of God's grace, with a consequent concentration on the liturgy and its importance for a complete knowledge of the sacraments and life in the Church.

Summer Session, 1965

ED. 276—SEMINAR IN THE TEACHING OF RELIGION (3)

Summer Session, 1965

History and Philosophy of Education

ED. 202—MODERN EDUCATIONAL THOUGHT (3)

A survey of twentieth century thought, with emphasis upon educational pragmatists, scientists, humanists, and Christian humanists.

F., 4:30-6:15 (1st sem.)

Prof. Lambert

ED. 203—PHILOSOPHY OF EDUCATION (3)

Fundamental educational problems; the nature of the learner, the agencies responsible for education, the rights of parents, Church, and State regarding education, and the philosophical aspects of curriculum and methodology.

T., 4:30-6:15 (2nd sem.)

Prof. Power

ED. 204—EDUCATIONAL CLASSICS (3)

A reading and discussion course based on the prominent men (e.g., Isocrates, Plato, Comenius, Pestalozzi, Dewey) and the great ideas (e.g., humanism, realism, empiricism, naturalism, pragmatism) in the history of educational thought.

Summer Session, 1965

ED. 205—HISTORY OF CATHOLIC EDUCATION IN THE UNITED STATES (3)

A study of the origin and evaluation of Catholic elementary, secondary, and higher education from the founding of Georgetown College to contemporary times.

Summer Session, 1964

ED. 207—COMPARATIVE EDUCATION (3)

An analysis of contemporary systems of education considered in the cultural context in which they operate, with emphasis on the solutions given by various nations to universal educational problems.

Summer Session, 1964

ED. 208—SOCIOLOGY OF EDUCATION (3)

Education as a social process. Institutional structure of American education. The social roles of teachers, administrators, pupils. The group basis of education. Education and the community.

Summer session, 1964

ED. 209—HISTORY OF AMERICAN EDUCATION (3)

An historical inquiry into the origin and development of elementary, secondary, and higher education in the United States, with emphasis on the cultural context in which education has evolved.

M., 4:30-6:15 (2nd sem.)

Prof. Anello

Summer Session, 1964

ED. 210A—HISTORY OF ANCIENT AND MEDIEVAL EDUCATION (3)

Major movements in the evolution of educational theory and practice from Ancient Greece to the Renaissance.

Th., 4:30-6:15 (1st sem.)

Prof Power

ED. 210B—HISTORY OF MODERN EDUCATION (3)

Main currents in the history of European education from the fifteenth through the nineteenth century.

Th., 4:30-6:15 (2nd sem.)

Prof. Power

ED. 308—SEMINAR IN PHILOSOPHY OF EDUCATION (3)

Research and reports on selected problems in contemporary educational theory. Limited to doctoral or C.A.E.S. candidates and selected M.Ed. candidates who have had either Ed. 202 or Ed. 203.

Fall, 1965

ED. 309—SEMINAR IN THE HISTORY OF EDUCATION (3)

Selected problems in the history of education. Members of the seminar will prepare and present research papers.

Spring, 1966

Educational Psychology and Measurement

ED. 211—EDUCATIONAL PSYCHOLOGY (3)

A study of developmental tendencies with emphasis upon the nature of intelligence and factors affecting the learning process.

M., 4:30-6:15 (1st sem.)

Prof. Travers

Summer Session, 1964

ED. 212—ABNORMAL PSYCHOLOGY (3)

Types of functional personality disorders with emphasis on diagnostic and dynamic aspects. Designed to give counselors and other school personnel basic information for recognition and understanding of mental disturbances.

F., 4:30-6:15 (2nd sem.)

To be announced

ED. 214—MODERN PSYCHOLOGY AND EDUCATION (3)

Practical classroom implications of several modern psychologies, including Connectionism, Behaviorism, Gestalt, and Scholastic psychology.

W., 7:00-8:45 (2nd sem.)

Prof. Soares

ED. 215—PSYCHOLOGY OF ADOLESCENCE (3)

The Psychology of Adolescence is an empirical and theoretical study of the adolescent personality through an analysis of developmental changes, behavioral characteristics, and the phenomena of psychic growth. Basic principles important to teaching adolescents will be emphasized.

T., 4:30-6:15 (2nd sem.)

Prof. Schneiders

ED. 216—CHILD PSYCHOLOGY (3)

A multi-dimensional study of the child with emphasis on patterns of growth and development; and interaction of agencies and elements forming the child.

Th., 4:30-6:15 (2nd sem.)

Prof. McCall, S.J.

ED. 218—SOCIAL PSYCHOLOGY (3)

The principles of psychology applied to the individual in the social situation. Investigation of special topics of group and cultures, attitudes, group and crowd behavior, cooperation, leadership, social learning, and motivation.

Summer Session, 1964

ED. 239—INTRODUCTION TO PROGRAMED INSTRUCTION (3)

The theory and practice of programed instruction for education, learning and teaching.

T., 4:30-6:15 (2nd sem.)

Prof. Kugris

ED. 247—MENTAL HYGIENE (3)

The problems and principles of personal mental hygiene. Special emphasis on their application to the teachers themselves and to their part in fostering good mental hygiene in the classroom.

Th., 4:30-6:15 (*1st sem.*)

Prof. Schneiders

Summer Session, 1964

Summer Session, 1965

ED. 260—EDUCATIONAL STATISTICS, I (3)

The purpose of this course is to develop an understanding and use of statistical procedures employed in educational problems and research. The following topics will be studied: methods of collecting and tabulating data, graphic representation, measures of central tendency and variability, correlation, tests of significance.

Summer Session, 1964

ED. 261—EDUCATIONAL STATISTICS, II (3)

Procedures of inferential statistics and testing of hypotheses. Topics include: small sample theory, chi-square, analysis of variance, analysis of covariance, correlation analysis, and non-parametric techniques.

Prerequisite: ED. 260 or equivalent.

Spring, 1966

ED. 262—EDUCATIONAL TESTS AND MEASUREMENTS (3)

The major problems of educational measurements, with emphasis on the characteristics, administration, scoring, and interpretation of formal and informal tests with practical application to classroom use. Basic techniques of test construction.

W., 4:30-6:15 (*2nd sem.*)

Prof. O'Hara

Summer Session, 1964

ED. 264—PSYCHOMETRICS I: INDIVIDUAL INTELLIGENCE TESTING (3)

A survey of psychological measurements dealing primarily with the construction, administration, scoring, and interpretation of mental tests. A certificate of proficiency in the administration of the Revised Stanford-Binet Test of Intelligence, Form L-M, and the Wechsler Adult Intelligence Scale (WAIS) is given to those successfully administering a specific number of tests.

F., 4:30-6:15 (*1st sem.*)

Sr. Josephina, C.S.J.

Summer Session, 1964

ED. 265—PSYCHOMETRICS II: GROUP PSYCHOLOGICAL TESTS (3)

This course covers theory and laboratory practice with most of the group psychological tests used in a program of guidance services.

M., 4:30-6:15 (*1st sem.*)

Prof. Cottle

ED. 312—SEMINAR IN THE PSYCHOLOGY OF LEARNING (3)

Individual projects, readings, and reports dealing with recent research in the learning process.

M., 4:30-6:15 (2nd sem.)

Prof. Travers

ED. 362—SEMINAR IN EDUCATIONAL MEASUREMENT (3)

Individual and/or group projects on problems in test theory and practice related to the interests and needs of the seminar members. Prerequisites: Ed 260 and Ed 262 or Ed 264A.

Fall, 1965

Counseling Psychology

ED. 241—ORGANIZATION AND ADMINISTRATION OF GUIDANCE AND PERSONNEL SERVICES (3)

Starting, organizing, administering, and evaluating guidance services at various educational levels. Emphasis on philosophical framework for action, and an understanding of human relations problems in administration.

M., 4:30-6:15 (2nd sem.)

Prof. O'Hara

ED. 242—PRINCIPLES AND TECHNIQUES OF GUIDANCE (3)

The principles, philosophy, practices and tools employed in organized guidance programs. A basic professional course for future workers in the field of guidance and personnel, as well as a survey for teachers and administrators accompanied by brief laboratory experience in phases of guidance.

W., 4:30-6:15 (1st sem.)

Prof. Cottle

Summer Session, 1964

ED. 243—COUNSELING AND GROUP PROCESSES IN THE ELEMENTARY SCHOOL (3)

A study of counseling and supporting group processes as they apply to the role of the elementary school guidance worker. Theory and practice for the guidance worker in establishing relationships with students, teachers and parents. Laboratory experience in group dynamics.

T., 4:30-6:15 (2nd sem.)

Prof. Cottle

ED. 245—CLINICAL CHILD GUIDANCE (3)

Application of psychological data and methods to clinical problems with emphasis upon the specific behavior and personality problems of childhood and adolescence. Evaluation of modern clinical procedures in diagnosis and therapy.

Summer Session, 1964

Spring, 1966

ED. 246—THE COUNSELING PROCESS (3)

The nature of the counseling process. Theories, schools, and techniques of counseling. Techniques of interviewing. Common and special counseling problems at various school levels. Ed 242, Principles and Techniques of Guidance, or its equivalent, is a prerequisite for this course.

W., 4:30-6:15 (2nd sem.)

Prof. Moynihan, S.J.

ED. 248—VOCATIONAL INFORMATION AND PLACEMENT (3)

Evaluation, classification, and use of educational and occupational literature for counseling and the teaching of occupations. Techniques of placement and personnel work. Introduction to the sociology and psychology of careers.

F., 4:30-6:15, (1st sem.)

Prof. O'Hara

Summer Session, 1964

ED. 340—GUIDANCE AND THERAPY IN GROUPS (3)

A consideration of the principles and techniques of group guidance and therapy involving an analysis of current concepts and procedures of counseling and group therapy.

Fall, 1967

ED. 341—SEMINAR IN EVALUATION IN COUNSELING (3)

Consideration of principles of evaluation and measurement as applied to special problems in guidance and counseling psychology. Research and reports on selected problems. For advanced graduate students who have had Ed 241, Ed 242, and Ed 262 or Ed 264.

M., 4:30-6:15 (1st sem.)

Prof. O'Hara

ED. 342—SEMINAR IN RESEARCH IN COUNSELING (3)

An examination of current hypotheses and theories in guidance and counseling psychology to assist the advanced graduate student to evaluate them toward inclusion in his developing frame of reference. Research and reports on selected problems.

Fall, 1965

ED. 343—CASE STUDIES, DIAGNOSIS, AND INTERVIEWING (3)

An intensive study of case methods, recording of data and the interview. Practice in diagnosis and interviewing under supervision. Prerequisite, Ed 242.

Spring, 1967

ED. 344—DYNAMIC PSYCHOLOGY OF INDIVIDUAL BEHAVIOR (3)

The driving forces of human nature. Emphasis on the counseling and clinical implications of the affective and cognitive dynamics: needs, emotions, attitudes, values, and their relation to personality and character development and integration.

Th., 4:30-6:15 (1st sem.)

Prof. Moynihan, S.J.

ED. 345—TRAIT-FACTOR-SELF THEORY (3)

A study of theory and methods of assessing and integrating data concerning the individual's aptitudes, abilities and self-concept. Psychological areas such as learning theory, personality theory and motivation are synthesized to promote articulation of a professional frame of reference for the counseling psychologist.

Summer Session, 1964

Spring, 1966

ED. 346—BEGINNING COUNSELING PRACTICUM (3)

Work under direct supervision with actual clients wishing educational-vocational counseling in a setting at the level in which the counselor expects to work. Prerequisite: Consent of Prof. Cottle *in advance*.

T., 4:30-6:15 (1st sem.)

Prof. Cottle

F., 4:30-6:15 (2nd sem.)

Prof. O'Hara

Summer Session, 1964

Summer Session, 1965

ED. 346A—PRACTICUM IN CHILD GUIDANCE (3)

A practicum at the elementary school level for candidates who have completed course work for the master's degree.

Prerequisite: Consent of Prof. Cottle *in advance*.

By arrangement

ED. 346B—ADVANCED COUNSELING PRACTICUM (3)

Work under supervision with clients needing counseling for any of the reasons usually occurring in an ordinary high school or college guidance and counseling program.

Prerequisite: Consent of Prof. Cottle *in advance*.

W., 4:30-6:15 (1st sem.)

Prof. O'Hara

M., 4:30-6:15 (2nd sem.)

Prof. Schneiders

ED. 348—SEMINAR IN VOCATIONAL DEVELOPMENT (3)

A study of the relation of career development to general development and life choices. Intensive review and discussion of theory and research in career development. Optional participation in current research.

Spring Term, 1966

ED. 365—PERSONALITY AND INTEREST INVENTORIES—THEORY AND PRACTICE (3)

A review of personality theories as they apply to personality measurement in guidance and counseling. Intensive study of the construction, purpose, and interpretation of the most commonly used structured personality inventories.

Th., 4:30-6:15 (2nd sem.)

Prof. Cottle

Educational Administration and Supervision

ED. 251A—INTRODUCTION TO EDUCATIONAL ADMINISTRATION (3)

An overview of the field of educational administration. Will consider the organization of American education in terms of its local, state, and federal relationships; the administration of American education in terms of general policies and practices utilized at its various levels; current issues in organization and administration.

The basic course for those majoring in administration and supervision.

T., 4:30-6:15 (1st sem.)

Prof. Roach

Summer Session, 1964

ED. 251B—ADMINISTRATION OF THE LOCAL SCHOOL SYSTEM (3)

This course is concerned primarily with an examination of the day-to-day procedures involved in the administration of a school system. Will consider the duties and problems of the local administrator in the areas of school-community relations; the instructional program; pupil administration; personnel management; school plant utilization; financing and budgeting; business management.

Prerequisite: ED. 251A.

Spring, 1966

ED. 252—PERSONNEL ADMINISTRATION (3)

Problems of staffing, including recruiting, selecting, retaining, and evaluating, with emphasis on optimum use of human resources. Relation of the administrator to various policy-making bodies, to professional and lay publics, and to student personnel.

F., 4:30-6:15 (1st sem.)

Prof. Norton, S.V.D.

ED. 253—EDUCATIONAL FINANCE (3)

A study of the basic problems and issues of fiscal support of public education, including an examination of local, state and federal resources. The course is designed for teachers and prospective or practicing administrators.

M., 4:30-6:15 (1st sem.)

Prof. Nuccio

Summer Session, 1964

ED. 254—ADMINISTRATION OF THE ELEMENTARY SCHOOL (3)

This course will deal with the varied aspects of elementary education as they relate to the duties and responsibilities of the elementary school principal. Recent developments in elementary school organization, curriculum, instructional techniques and supervision will be critically examined in reference to the chief responsibility of the elementary principal—instructional leadership. The concept of the elementary principal as an educational statesman will be developed.

Spring, 1966

ED. 255—ADMINISTRATION OF THE SECONDARY SCHOOL (3)

Current administrative principles and practices essential to the effective organization and management of the junior and senior high schools. Will consider the educational leadership required of the secondary school principalship in such areas as the program of studies, schedule making, instructional materials, student activities, staff relationships, and school-community relations.

W., 4:30-6:15 (2nd sem.)

Prof. Roach

ED. 256A—LEGAL ASPECTS OF EDUCATIONAL ADMINISTRATION I (3)

The legal rights, duties, and liabilities of school personnel generally in relation to their employing educational agencies, their professional and non-professional colleagues, pupils, and parents. An introductory course, intended for classroom teachers, prospective administrators, and practicing administrators.

Th., 4:30-6:15 (1st sem.)

Prof. Roach

ED. 256B—LEGAL ASPECTS OF EDUCATIONAL ADMINISTRATION II (3)

The legal rights, duties, and liabilities of school administrators specifically. Detailed consideration of local school committee (board of education) operations; school finance; school property; contracts; and tort liability. Particular attention will be devoted to Massachusetts General Laws and court decisions relating to public school administration. For principals, superintendents, and prospective administrators.

Prerequisite: ED. 256A.

Spring, 1966

ED. 257A—SCHOOL BUSINESS MANAGEMENT (3)

A detailed examination of the sound business management practices affecting the operation of the educational enterprise. Will consider budgeting, accounting, auditing, requisitioning, purchasing, supply, insurance, and financial reporting. Special emphasis on making and presenting school budgets and related budgetary procedures.

M., 4:30-6:15 (2nd sem.)

Prof. Nuccio

ED. 257B—SCHOOL PLANT PLANNING AND OPERATION (3)

Will consider criteria for adequate school plants; building operation and management; the relation between the educational program and the related school facilities; site selection and development; building layout; financial problems. Special emphasis on the evaluation of existing school plants. Visits to new school buildings of special interest.

Fall, 1965

ED. 258A—SCHOOL-COMMUNITY RELATIONS (3)

Will consider the principles, practices and media used in school-home-community public relations programs. Students may develop materials for their own use.

F., 4:30-6:15 (2nd sem.)

Prof. Norton, S.V.D.

ED. 258B—CHURCH-STATE PROBLEMS IN AMERICAN EDUCATION (3)

Problems concerning religious practices in public schools. Topics include Bible reading, non-sectarian prayer, religious ceremonies, teaching moral and spiritual values, and auxiliary benefits to private school children. Extensive discussion of the *Everson*, *McCullum*, and *Zorach* decisions of the Supreme Court. Special emphasis on the legal and constitutional status of the non-public schools.

Fall, 1965

ED. 259—SUPERVISION (3)

A course planned for supervisors, principals, and teachers interested in school administration. Supervisory problems are studied in the areas of pupil-teacher relationship, curriculum devices, modern trends of supervision and techniques of instruction which aim to improve the teacher-learning situation.

T., 4:30-6:15 (2nd sem.)

Sr. Josephina, C.S.J.

ED. 351—ADMINISTRATIVE CASE STUDIES (3)

Case materials from actual situations in school systems will form the basis for discussion. Will emphasize the decision-making function of the administrator.

Prerequisite: Prior approval of instructor.

Th., 4:30-6:15 (2nd sem.)

Prof. Roach

ED. 352—SEMINAR IN PROBLEMS OF SCHOOL ADMINISTRATION (3)

Guided study and discussion of significant problems in school administration. Individual and group projects will require extensive reading in current professional literature.

Prerequisite: Prior approval of instructor. Limited to degree or certificate candidates who have successfully completed Ed. 201, Ed. 251B, and Ed. 256B or their equivalents.

W., 4:30-6:15 (1st sem.)

Prof. Roach

ED. 353—SEMINAR IN SUPERVISION (3)

The course is primarily designed for those in supervision and administration. Specific problems dealing with supervision will be treated according to the latest findings in research. Background work in techniques of supervisory practices will be presented. Elementary and secondary levels will be treated.

Prerequisite: Supervision or/and Administration course.

Summer Session, 1964

Higher Education

ED. 370—HIGHER EDUCATION I (3)

A study of the history and theory of higher education.

T., 4:30-6:15 (1st sem.)

Prof. Power

ED. 371—HIGHER EDUCATION II (3)

A study of the government, organization, and administration of higher education.

Th., 4:30-6:15 (2nd sem.)

Prof. Anello

ED. 372—MEASUREMENT AND EVALUATION IN HIGHER EDUCATION (3)

Measurement and evaluation in relation to admissions, achievement, personal development, and instruction.

Summer Session, 1965

ED. 373—STUDENT PERSONNEL PROGRAMS IN HIGHER EDUCATION (3)

A consideration of the contributions of various campus agencies involved in student personnel programs in colleges and universities.

W., 4:30-6:15 (1st sem.)

Prof. Anello

ED. 374—SEMINAR IN CURRENT PROBLEMS IN HIGHER
EDUCATION, I (3)

An analysis and discussion of current problems in higher education.

Fall, 1965

ED. 375—SEMINAR IN CURRENT PROBLEMS IN HIGHER
EDUCATION, II (3)

An analysis and discussion of current problems in higher education.

Several seminar sessions will be led by guest lecturers.

Spring, 1966

ED. 377—RESEARCH IN HIGHER EDUCATION (3)

A critique of recent studies pertaining to higher education, combined with individual and/or group investigation of selected problems in contemporary higher education.

T., 4:30-6:15 (2nd sem.)

Prof. Walsh

ED. 376—SEMINAR IN COLLEGE TEACHING (3)

This seminar is open to students who aspire to teaching on the college level. It will offer opportunities for investigating, analyzing, and discussing the professional responsibilities of a college teacher.

Summer Session, 1965

ENGLISH (EN)

Professors: LEONARD R. CASPER, P. ALBERT DUHAMEL, EDWARD L. HIRSH, RICHARD E. HUGHES, MAURICE J. QUINLAN

Associate Professors: JOHN L. MAHONEY, (*Chairman*), JOHN J. McALEER*

Assistant Professors: JOHN F. LOOFBOUROW, JOHN F. MCCARTHY

**On leave of absence spring term 1965*

THE GRADUATE PROGRAM IN ENGLISH

The purpose of the graduate program in English is to provide students with the opportunity to become familiar with major documents of the English literary tradition, to acquire experience with the problems and techniques of research, and to develop their ability to express the results of their reading and research in thesis form. These purposes are implemented by a series of courses covering the range of English literature from the Old English period to the contemporary era. Some of the courses are focussed upon the intensive exploration of an author or a problem; others are surveys of literary forms or of developments within traditionally recognized periods of English or American literature. A prescribed course in bibliography and method introduces the student to the basic methodology of literary research and provides him with the means of pursuing that study independently. A final comprehensive examination and a thesis together furnish the department with a measure of the student's success in familiarizing himself with the English literary tradition and in defining, exploring, and reporting on a problem in literary study.

DEPARTMENTAL REQUIREMENTS

Candidates for the M.A. in English, upon completion of their studies, should have taken courses in the following areas: English literature before 1500; Shakespeare; the seventeenth, eighteenth and nineteenth centuries; Old or Middle English or the History of the English Language. In the achievement of this distribution, both upper-division electives and graduate courses may be counted.

Candidates for the M.A. in American Studies will be expected to take six hours of graduate study in American history, political science, sociology, or related fields, and at least nine hours of graduate study in American literature. The Master's thesis will be written in the field of American literature, and will be read by members of both the major and minor departments. In order that this course distribution may be achieved, exemptions from the area requirements of the English M.A. may be granted at the discretion of the major department.

COURSES OF INSTRUCTION

EN. 200—BIBLIOGRAPHY AND METHOD (3)

An introduction to the problems of literary research and to the proper approach to English studies.

Prescribed for all M.A. candidates.

F., 4:30-6:15 (1st sem.)

Prof. R. Hughes

EN. 201—OLD ENGLISH (3)

An introduction to Old English with initial study of the basic principles of the language, followed by readings from Bede, the *Chronicles*, Alfred, Aelfric, the lyric and heroic poems.

Th., 4:30-6:15 (1st sem.)

Prof. Regan

EN. 202—OLD ENGLISH EPIC (3)

A selective reading in *Beowulf* and related epic fragments, with a study of their texts and with additional reading of analogues from older early materials.

Prerequisite: English 201

Th., 4:30-6:15 (2nd sem.)

Prof. Regan

EN. 211—CHAUCER I (3)

A study of Chaucer's works, excepting the *Canterbury Tales*, with special attention to the *Troilus and Criseyde*.

F., 4:30-6:15 (1st sem.)

Prof. Hirsh

EN. 212—CHAUCER II (3)

A detailed study of the *Canterbury Tales*, with some study of related materials and of contemporary works.

Prerequisite: a reading knowledge of Middle English.

F., 4:30-6:15 (2nd sem.)

Prof. Hirsh

EN. 223—THE EARLY ENGLISH RENAISSANCE

A survey of the literature written between 1485 and 1558 with particular attention to the works of the early Tudor humanists.

T., Th., 3:00-4:15 (1st sem.)

Prof. Duhamel

EN. 224—THE AGE OF ELIZABETH (3)

A survey of the non-dramatic literature from 1558 to 1603.

T., Th., 3:00-4:15 (2nd sem.)

Prof. Duhamel

EN. 227—PROBLEMS IN SHAKESPEAREAN SCHOLARSHIP: COMEDIES AND HISTORIES (3)

A survey of the major problems in Shakespearean scholarship with an intensive examination of selected plays.

W., 4:30-6:15 (2nd sem.)

Prof. Duhamel

EN. 228—PROBLEMS IN SHAKESPEAREAN SCHOLARSHIP: TRAGEDIES AND ROMANCES (3)

A survey of the major problems in Shakespearean scholarship with an intensive examination of selected plays.

(To be offered 1965-66)

Prof. Duhamel

EN. 235—SEVENTEENTH CENTURY PROSE (3)

A study of the various prose styles of the seventeenth century, with emphasis on the rhetorical and conceptual foundation of these styles, with particular emphasis on Burton, Bacon, Browne, Andrewes, Taylor, and Hobbes.

Th., 4:30-6:15 (1st sem.)

Prof. R. Hughes

EN. 237—MILTON I (3)

A study of Milton's poetry and selected prose, from the Latin *Elegies to the Ready and Easy Way* (1660).

(To be offered 1965-66)

Prof. Hirsh

EN. 238—MILTON II (3)

Milton's major works—*Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*—with a detailed study of *Paradise Lost*.

(To be offered 1965-66)

Prof. Hirsh

EN. 247—THE AGE OF POPE (3)

Poetry and prose of the neo-classical period, with special emphasis on the satirical writings of Dryden, Pope and Swift.

Wed., 4:30-6:15 (1st sem.)

Prof. Quinlan

EN. 248—THE AGE OF JOHNSON (3)

A study of later eighteenth-century literature, with emphasis on the writings of Samuel Johnson and his circle.

Wed., 4:30-6:15 (2nd sem.)

Prof. Quinlan

EN. 252—THE ROMANTIC MOVEMENT (3)

A detailed study of the major writings of the first and second generations of English Romantic poets.

M., 4:30-6:15 (1st sem.)

Prof. Mahoney

EN. 256—VICTORIAN POETRY AND PROSE I (3)

A study of early Victorian poetry and non-fiction prose with emphasis on the works of Tennyson, Browning, Carlyle, Mill, and Ruskin.

T., Th., 3:00-4:15 (1st sem.)

Prof. McCarthy

EN. 257—VICTORIAN POETRY AND PROSE II (3)

A study of later Victorian poetry and non-fiction prose, with emphasis on Arnold, Pater, the Aesthetic Movement, Hardy, and Hopkins.

T., Th., 3:00-4:15 (2nd sem.)

Prof. McCarthy

EN. 258—ENGLISH FICTION: DEFOE TO AUSTEN (3)

The development of English fiction from the early seventeenth to the beginning of the nineteenth century.

T., Th., 3:00-4:15 (1st sem.)

Prof. Loofbourow

- EN. 259—ENGLISH FICTION: AUSTEN TO CONRAD (3)
A continuation of English 258.
T., Th., 3:00-4:15 (2nd sem.) Prof. Loofbouroow
- EN. 272—REALISM AND NATURALISM IN AMERICAN LITERATURE (3)
Realism and naturalism from their emergence in the 1890's down to post-World War II, studied in the works of Crane, Dreiser, Anderson, Hemingway, Fitzgerald, Faulkner, West, Salinger, and Powers.
M., 4:30-6:15 (1st sem.) Prof. McAleer
- EN. 281—THE SOUTHERN RENASCENCE IN CONTEMPORARY LITERATURE (3)
An investigation of universal implications in "regional" literature: Faulkner, Robert Penn Warren, the Fugitive—New Critic group, James Agee, Katherine Anne Porter.
T., 4:30-6:15 (1st sem.) Prof. Casper
- EN. 282—CONTEMPORARY AMERICAN POETRY (3)
Progress in the symbolic imagination from the Imagists to the present: T. S. Eliot, Crane, William Carlos Williams, Wallace Stevens, Pound, and beyond.
T., 4:30-6:15 (2nd sem.) Prof. Casper
- EN. 295—LITERARY CRITICISM (3)
An examination of major texts in the history of literary criticism, with emphasis on the literary and philosophical roots of the criticism.
M., 4:30-6:15 (2nd sem.) Prof. Mahoney
- EN. 299—READINGS AND RESEARCH (3)
By arrangement THE DEPARTMENT
- EN. 301—THESIS SEMINAR (3, 3)
Directed research in a problem of English or American literature, and the composition, under supervision, of an M. A. thesis based upon such research.
By arrangement THE DEPARTMENT
- EN. 305—THESIS DIRECTION (2 points)
A two-point non-credit course.
THE DEPARTMENT
- EN. 331—SEMINAR IN JOHN DONNE (3)
A study of the writings of John Donne, based on the most authoritative texts available. Donne's poetry, letters, controversial, devotional and sermon literature will be the object of analysis.
Th., 4:30-6:15 (1st sem.) Prof. R. Hughes
- EN. 345—SEMINAR IN SAMUEL JOHNSON (3)
An intensive study of Johnson and his works with emphasis on methods of scholarship.
Th., 3:00-4:15 (2nd sem.) Prof. Quinlan

GEOPHYSICS (Gp)

Professor: REV. DANIEL LINEHAN, S.J.

Associate Professor: REV. JAMES W. SKEHAN, S.J.

Assistant Professor: EMANUEL G. BOMBOLAKIS
REV. JOHN F. DEVANE, S.J. (*Chairman*)

Research Associate Professors: JOHN GINTY, HENRY R. RADOSKI.

Lecturers: RICHARD J. HOLT, REV. WILLIAM J. MESSMER, S.J.,
VINCENT J. MURPHY, PAUL TWITCHELL.

Candidates for the degree of Master of Science in Geophysics must have completed satisfactory courses in physics, mathematics and geology. Candidates are required to take Gp. 131, Gp. 132, Gp. 221, Gp. 224, Gp. 251. They may take as many as nine (9) credits in mathematics or geology.

COURSES OF INSTRUCTION

GP. 131—PHYSICS OF THE EARTH (3)

Physical phenomena in earth science: the origin, age, thermal history and internal constitution of the earth; gravity and the figure of the earth; the earth's magnetic field and telluric currents; origin of the earth's surface features.

First semester

Prof. Linehan, S.J.

GP. 132—APPLICATIONS OF GEOPHYSICAL METHODS (3)

The seismic, gravimetric and electrical techniques are explained and their application to the study of subsurface topography demonstrated.

Second semester

Mr. Holt

GP. 201-202—ROCK MECHANICS (6)

The brittle and ductile behavior of rocks will be analyzed during treatment of the following: Mohr representation of stress and strain, failure criteria, plasticity theory and frictional coupling of rock masses.

Both semesters

Prof. Bombolakis

GP. 221—SEISMOLOGY (3)

Causes and effects of earthquakes, intensity scales, great earthquakes and the seismicity of earth. History of seismic instruments; interpretation of seismograms; paths of seismic rays and construction of travel-time curves; location of epicenters. Studies based on seismograms: focal depth; focal mechanism; magnitude; etc.

First semester

Prof. Devane, S.J.

GP. 222—SEISMIC INSTRUMENTATION (3)

Theory of seismometer-galvanometer combinations; of electronic amplifiers; determination of constants and transfer functions. Information theory and signal recovery.

Second semester

Prof. Devane, S.J.

GP. 223—SEISMIC SURVEYING (3)

Application of the seismic methods, both reflection and refraction, to the study of subsurface structure and topography.

By arrangement

Mr. Holt

GP. 224—ELASTIC WAVE THEORY (3)

Stress and strain in an elastic solid; body waves; reflection and refraction of seismic waves; surface waves and dispersion.

Second semester

Prof. Devane, S.J.

GP. 247—INTRODUCTION TO COMPUTER TECHNIQUES (3)

A course combining theory, operation and programming of the digital computer with applications to research programs. Special emphasis will be made in the field of geophysical research. The IBM 1620 computer at the Observatory will be used both for demonstration and for the students laboratory work.

First semester

Prof. Messmer, S.J.

GP. 251—GEOMAGNETISM (3)

Potential theory is applied to the earth's field and its secular and diurnal variations. Origin of earth's field; cause of variations and of magnetic storms; paleomagnetism.

First semester

Dr. Radoski

GP. 252—MAGNETIC INSTRUMENTATION AND SURVEYING (3)

Magnetic observatory operation; spin precession magnetometry, counting and recording techniques; magnetic survey instruments; determination of subsurface structure from magnetic anomalies.

Second semester

Mr. Ginty, Mr. Murphy

GP. 197—OPTICAL CRYSTALLOGRAPHY (3)

Principles of optical crystallography; use of petrographic microscope in mineral identification; brief discussion of other standard mineralogical techniques such as x-ray powder, mineralogy, magnetic separation.

First semester

Prof. Skehan, S.J.

GP. 198—MICROSCOPIC PETROLOGY (3)

Genesis and classification of igneous and metamorphic rocks with special emphasis on physical-chemical principles. Typical rocks and rock suites will be studied with petrographic microscope.

Second semester

Prof. Skehan, S.J.

GP. 275—GRAVITY AND GEODESY (3)

The use of gravity variations, deflections of the vertical and satellite data in determining the shape of the earth. Gravity anomalies and isostasy.

First semester

Prof. Devane, S.J.

GP. 281—INTRODUCTION TO THEORETICAL METHODS IN
METEOROLOGY (3)

Dynamic methods as applied to the atmosphere are introduced. The development of numerical weather prediction and the application of mathematical models to analysis and forecasting are presented.

The course provides a basic background in meteorology for correlation with other geophysical disciplines or for further study in meteorology.

First semester

Mr. Twitchell

GP. 301—THESIS SEMINAR (3, 3)

A supervised research problem.

By arrangement

THE DEPARTMENT

GP. 303—READING AND RESEARCH (3)

A study of some problem or area of knowledge with emphasis on extensive reading of current geological and geophysical literature and the writing of reports.

By arrangement

THE DEPARTMENT

GP. 305—THESIS DIRECTION (2 points)

A two-point non-credit course.

By arrangement

THE DEPARTMENT

HISTORY (Hs)

Professor: M. KAMIL DZIEWANOWSKI.

Associate Professors: JOHN R. BETTS, JOSEPH T. CRISCENTI, WILLIAM M. DALY, RADU R. FLORESCU, RAYMOND T. McNALLY,* SAMUEL J. MILLER, THOMAS H. O'CONNOR, (*Chairman*), THOMAS W. PERRY.

Assistant Professors: JOHN R. COX, REV. LEONARD P. MAHONEY, S.J., PAUL M. MICHAUD, ALLEN M. WAKSTEIN.

Instructor: JOHN L. HEINEMAN.

Lecturer: RT. REV. J. JOSEPH RYAN.

**On leave of absence spring term 1965*

The Department offers programs leading to both the M.A. and the Ph.D. in History.

Candidates for the M.A. in History must earn at least twelve graduate credits in either American or European History. (For the purpose of these regulations, Russian History, English History, and Far Eastern History are regarded as subdivisions of or fields associated with European History, and Latin American History as a subdivision of American History). However, with the special permission of the Department, a candidate may earn as much as six graduate credits in Economics, Political Science, Sociology, or other related fields. Candidates for the M.A. are required to take at least one seminar as part of their course requirements.

Candidates for the M.A. in American Studies will be expected to take six hours of graduate study in American Literature, Political Science, Sociology, or related fields, and at least nine hours of graduate study in American History. The master's thesis will be written in the field of American History, and will be read by members of both the major and minor departments. All other requirements for the M.A. in History will remain in effect.

For the doctoral candidate, the Department offers three fields of concentration: Medieval History, Modern European History, and American History. Students who select Medieval History as their major field must pass a qualifying examination in Latin. The attention of the student is called to closely related courses which are given in other graduate departments. Such courses may be taken with the approval of both Departmental Chairmen. Candidates for the Doctorate are required to take at least two seminars beyond the M.A. seminars as part of their course requirements.

Before being admitted to candidacy for the doctor's degree, the student must pass a comprehensive examination in his major and minor fields. In the Department of History, this is an oral examination. It should be noted that the examination will not be restricted to the content of the

graduate courses but will be more general in character. While it is expected that the student will have, by the time of his examination, a thorough grasp of the significant factual information of his three fields, the examination is more directly concerned with the maturity of his comprehension of each field as a whole and with his ability to analyze, interpret, and evaluate. The student will also be expected to demonstrate a knowledge of bibliography and an understanding of the broad historiographical problems common to his fields as well as to history in general.

The student must offer a total of four areas of History. Two of these must be in the area of major concentration; the other two fields must be from each of the remaining areas:

American History

American History to 1789

American History, 1789-1865

American History, 1865 to the present

Modern European History

Modern Europe, 1789-1914

Modern Europe, 1870-1941

Renaissance and Reformation to 1648

Europe in 17th and 18th Centuries

Russia from Origins to 1917

History of Eastern Europe

Medieval History

Medieval English History to 1485

Medieval Culture, 4th to 13th Centuries

Medieval France

Medieval Political Thought

Some approved portion of the medieval field

COURSES OF INSTRUCTION FOR GRADUATES AND UNDERGRADUATES

Hs. 101-102—MEDIEVAL POLITICAL THOUGHT (3, 3)

An introductory consideration of classical political thought will precede a fuller study of Western political thought from the time of the Church Fathers to the end of the Middle Ages.

Prerequisites: Hs. 35-36 and Hs. 37-38, or their equivalent.

(To be offered 1965-66)

Prof. Daly

Hs. 107-108—ENGLISH CONSTITUTIONAL HISTORY TO 1485 (3, 3)

The evolution of the English Constitution from the Anglo-Saxon period to 1485.

Prerequisites: Hs. 35-36 and Hs. 37-38, or their equivalent.

M., W., F., 1:00-1:50 P.M. (both sems.)

Prof. Daly

Hs. 131-132—POLITICAL AND CONSTITUTIONAL HISTORY OF ENGLAND
FROM 1485 TO THE PRESENT (3, 3)

The course of English political and constitutional History from the Tudor accession in 1485 to present times.

Prerequisites: Hs. 35-36 and Hs. 37-38, or their equivalent.

(To be offered 1965-66)

Prof. Perry

Hs. 139—NATIONALISM IN WESTERN EUROPE: 1870-1914 (3)

Factors contributing to the various expressions of national feeling in England, France, Germany, Spain, and Italy during the late nineteenth century; and the role of national sentiment in international affairs.

Prerequisites: Hs. 35-36 and Hs. 37-38, or their equivalent.

T., Th., 12:00-1:15 (1st sem.)

Prof. Florescu

Hs. 140—NATIONALISM IN SOUTH-EASTERN EUROPE: 1821-1914 (3)

Factors contributing to the formation of Roumanian, Serbo-Croatian, Greek, Bulgarian, and Albanian national consciousness; and the role of Balkan nationalism in international affairs.

Prerequisites: Hs. 35-36 and Hs. 37-38, or their equivalent.

T., Th., 12:00-1:15 (2nd sem.)

Prof. Florescu

Hs. 141—FRENCH FOREIGN POLICY, 1815-1870 (3)

The foreign policy of the Restoration, the Orleans Monarchy, the Second Republic, and the Second Empire.

(To be offered 1965-66)

Prof. Mahoney, S.J.

Hs. 142—MODERN FRANCE FROM THE THIRD REPUBLIC (3, 3)

The course of French history from the establishment of the Third Republic to the present, with emphasis on political and social developments.

(To be offered 1965-66)

Prof. Mahoney, S.J.

Hs. 143—EUROPEAN ALLIANCES, 1873-1914 (3)

Diplomatic relations and alliances between the major European powers from the Congress of Berlin to the outbreak of World War I.

Prerequisites: Hs. 35-36 and Hs. 37-38, or their equivalent.

T., Th., 3:00-4:15 P.M. (1st sem.)

Prof. Mahoney, S.J.

Hs. 144—MODERN EUROPEAN DIPLOMATIC HISTORY, 1919-1960 (3)

The international relations between the major European powers from the Paris Peace Conference of 1919 to the genesis of the Cold War.

Prerequisites: Hs. 35-36 and Hs. 37-38, or their equivalent.

T., Th., 3:00-4:15 P.M. (2nd sem.)

Prof. Mahoney, S.J.

Hs. 151-152—THE HISTORY OF MODERN RUSSIA (3, 3)

The geographical and cultural background of modern Russia from the formation of the first Russian state and the coming of Christianity, down to the industrial revolution in Russia under Nicholas II and the peasant problem.

Prerequisites: Hs. 35-36 and Hs. 37-38, or their equivalent.

M., W., F., 3:00-3:50 P.M. (*1st sem. only*) Prof. McNally

Hs. 153—THE RISE OF MODERN GERMANY, 1613-1850 (3)

A study of the political, intellectual and economic factors which affected Germany from national unification under Bismarck through attempts at European domination under Hitler.

Prerequisites: History 37-38.

M., W., F., 3:00-3:50 P.M. (*1st sem.*) Prof. Heineman

Hs. 154—TWENTIETH CENTURY GERMANY, 1850-1950 (3)

A study of the political, intellectual, and economic factors which influenced Germany between the Religious wars of the 17th century and the revolutionary movements for unification in the 19th century.

Prerequisites: Hs. 37-38.

M., W., F., 3:00-3:50 P.M. (*2nd sem.*) Prof. Heineman

Hs. 155—MODERN EUROPEAN POLITICAL AND SOCIAL HISTORY, 1870-1914 (3)

Major developments in Western European History from the late nineteenth century to the outbreak of World War I.

Prerequisites: Hs. 35-36 and Hs. 37-38, or their equivalent.

(*To be offered 1965-66*) Prof. Heineman

Hs. 156—MODERN EUROPEAN POLITICAL AND SOCIAL HISTORY, 1914-1960 (3)

Major developments in Western European History from the Treaty of Versailles to the present.

Prerequisites: Hs. 35-36 and Hs. 37-38, or their equivalent.

(*To be offered 1965-66*) Prof. Heineman

Hs. 159—BACKGROUND OF THE AMERICAN REVOLUTION (3)

A study of the social, political, economic, and cultural development of the English colonies from the discovery to the eve of the Revolution.

Prerequisite: Hs. 31-32, or its equivalent.

(*To be offered 1965-66*) Prof. Criscenti

Hs. 160—THE AMERICAN REVOLUTION (3)

An examination of the political, economic and social problems which dominated the period of the American Revolution.

Prerequisite: Hs. 31-32, or its equivalent.

(*To be offered 1965-66*) Prof. Criscenti





CHEVERUS HALL

Hs. 161—ORIGINS OF AMERICAN FOREIGN POLICY (3)

The historical context in which the principles of American foreign policy developed from the foundation of the Republic to the mid-nineteenth century.

Prerequisite: Hs. 31-32, or its equivalent.

T., Th., 3:00-4:15 P.M. (*1st sem.*)

Prof. Criscenti

Hs. 162—THE UNITED STATES AS A WORLD POWER (3)

America's increasing involvement in world affairs in the late nineteenth century, and the search for security in the twentieth century.

Prerequisite: Hs. 31-32, or its equivalent.

T., Th., 3:00-4:15 P.M. (*2nd sem.*)

Prof. Criscenti

Hs. 163-164—AMERICAN INTELLECTUAL HISTORY (3, 3)

Main currents in American thought from the early settlements of colonial times down to the twentieth century. Special reference will be made to political theory, philosophy, science, religion, literature and art.

Prerequisite: Hs. 31-32, or its equivalent.

M., W., F., 12:00-12:50 P.M. (*both sems.*)

Prof. Betts

Hs. 165-166—AMERICAN SOCIAL HISTORY (3, 3)

Social movements and theories from early colonial times to the modern period. Special reference will be made to such topics as nationalism, the social aspects of democracy, and the problems of modern capitalistic society.

Prerequisite: Hs. 31-32, or its equivalent.

(*To be offered 1965-66*)

Prof. Betts

Hs. 167—POLITICS AND EXPANSION, 1865-1912 (3)

American political development from Reconstruction to the Progressive Movement, with emphasis on conservatism, the origins of reform, and imperialism.

Prerequisite: Hs. 31-32, or its equivalent.

M., W., F., 3:00-3:50 P.M. (*1st sem.*)

Prof. Betts

Hs. 168—CONTEMPORARY AMERICA, 1912-1960 (3)

American political development from the era of Woodrow Wilson to the election of John F. Kennedy, with stress upon the rise of Liberalism, the impact of World War I, the 1920's, the Great Depression, the New Deal, World War II, and the Cold War.

Prerequisite: Hs. 31-32, or its equivalent.

M., W., F., 3:00-3:50 P.M. (*2nd sem.*)

Prof. Betts

Hs. 169—THE ANTE BELLUM SOUTH (3)

The social and economic life of the South in the decades before the Civil War, with emphasis on the Southern concept of the Constitution and the issue of Negro slavery.

Prerequisite: 31-32, or its equivalent.

(*To be offered 1965-66*)

Prof. O'Connor

Hs. 170—THE MIDDLE PERIOD (3)

The influence of Jacksonian democracy upon American life and culture, with special emphasis upon New England and the Northeast.

Prerequisite: Hs. 31-32, or its equivalent.

(To be offered 1965-66)

Prof. O'Connor

Hs. 171—THE CIVIL WAR (3)

The major factors which contributed to the outbreak of the War Between the States, and the major military and diplomatic developments of that struggle.

Prerequisite: Hs. 31-32, or its equivalent.

T., Th., 3:00-4:15 P.M. *(1st sem.)*

Prof. O'Connor

Hs. 172—THE AGE OF RECONSTRUCTION (3)

Significant political and constitutional issues arising from the War Between the States, and the major issues involved in the controversy over reconstruction.

Prerequisite: Hs. 31-32, or its equivalent.

T., Th., 3:00-4:15 P.M. *(2nd sem.)*

Prof. O'Connor

Hs. 175—THE RISE OF MODERN AMERICA (3)

A study of the development, problems, and response to industrial and urban America from the Civil War to 1917.

Prerequisite: Hs. 31-32, or its equivalent.

M., W., F., 3:00-3:50 P.M. *(1st sem.)*

Prof. Wakstein

Hs. 176—INDUSTRIAL AMERICA SINCE WORLD WAR I (3)

An examination of economic America in prosperity and depression.

Prerequisite: Hs. 31-32, or its equivalent.

M., W., F., 3:00-3:50 P.M. *(2nd sem.)*

Prof. Wakstein

Hs. 181—COLONIAL LATIN AMERICA (3)

Indian cultures on the eve of discovery, the nature of Spanish and Portuguese imperial rule in the New World, and the impact of Western Civilization on the Indians.

T., Th., 12:00-1:15 P.M. *(1st sem.)*

Prof. Criscenti

Hs. 182—ARGENTINA, BRAZIL, AND CHILE (3)

The emergence of Argentina, Brazil, and Chile as Great Powers in southern South America.

T., Th., 12:00-1:15 P.M. *(2nd sem.)*

Prof. Criscenti

Hs. 191-192—THE HISTORY OF CHINA (3, 3)

The development of Chinese cultural institutions from antiquity to the present.

M., W., F., 3:00-3:50 P.M. *(both sems.)*

Prof. Michaud

- Hs. 195—FORMATION OF CHINESE THOUGHT (3)
An analysis of the Classical Age (600-200 B.C.), using original texts in translation.
M., W., F., 11:00-11:50 A.M. (1st sem.) Prof. Michaud
- Hs. 196—INTRODUCTION TO THE HISTORY OF INDIA (3)
A study of the History of India until the British conquest.
M., W., F., 11:00-11:50 A.M. (2nd sem.) Prof. Michaud
- Hs. 197—THE HISTORY OF RELIGIONS (3)
After an introduction to the subject from the fields of History, Sociology, and Psychology, the religions of Greece and Rome and of the Ancient Hebrews are treated.
Th., 4:30-6:15 P.M. (1st sem.)
Profs. Devenny, Donovan, Healey, Moriarty, Moynihan
- Hs. 198—THE HISTORY OF RELIGIONS (3)
India, China, Islam, American Protestantism, the philosophy of religion are treated.
Th., 4:30-6:15 (2nd sem.) Profs. Betts, Devenny, Michaud
- Hs. 201—INTRODUCTION TO HISTORICAL METHOD (3)
A study and application of the methods required for gathering, assessing, synthesizing, and documenting historical information.
Required for all graduate students in the Department.
M., 4:30-6:15 P.M. (1st sem.) Prof. Daly
- Hs. 212—THE CHURCH AND THE FOUNDATIONS OF WESTERN EUROPE, 6TH TO 8TH CENTURIES (3)
Selected questions in the agency of the Papacy, monasticism, and the regional hierarchies in the formation of Western society from Pope Gregory the Great to Charlemagne.
(To be offered 1965-66) Prof. Ryan
- Hs. 214—THE CHURCH AND THE FOUNDATIONS OF WESTERN EUROPE 8TH TO 12TH CENTURIES (3)
Religious factors in the growth of medieval society with special reference to movements of reform.
T., 4:30-6:15 P.M. (2nd sem.) Prof. Ryan
- Hs. 217-218—MEDIEVAL CULTURE (3, 3)
Thought and letters in Western Europe from St. Augustine to Dante.
(To be offered 1965-66) Prof. Cox
- Hs. 219-220—MEDIEVAL FRANCE (3, 3)
A political, social, economic and cultural history of France from the earliest times to the Renaissance.
Th., 4:30-6:15 P.M. (both sems.) Prof. Cox

Hs. 225—EIGHTEENTH CENTURY ENGLAND (3)

A study of the political, social and cultural factors which formed the patterns of life in eighteenth century England under the Hanoverian monarchs.

Th., 4:30-6:15 P.M. (*1st sem.*)

Prof. Perry

Hs. 235—THE ERA OF FRENCH PREDOMINANCE, 1643-1715 (3)

The political, economic, religious, and intellectual life of France at a critical moment in the history of Europe.

A reading knowledge of French or German is desirable.

T., 4:30-6:15 P.M. (*1st sem.*)

Prof. Miller

Hs. 237—EUROPE IN THE 18TH CENTURY (3)

Political and intellectual aspects of the century, with particular emphasis on the continuance of traditional monarchy in France as compared with Enlightened Despotism elsewhere in Europe.

A reading knowledge of French or German is desirable.

(*To be offered 1965-66*)

Prof. Miller

Hs. 239—THE ERA OF THE FRENCH REVOLUTION (3)

The major events of the French Revolution, from the background and causes during the Old Regime to the creation of the First French Empire.

Th., 4:40-6:15 P.M. (*1st sem.*)

Prof. Florescu

Hs. 245—EUROPEAN INTELLECTUAL HISTORY (3)

An analysis of the important thinkers whose ideas were utilized to bring about concrete changes in continental European life. Chateaubriand, Schelling, Schlegel, Hegel, Marx, Engels, Bakunin, Darwin, and Dostoyevsky will be treated.

(*To be offered 1965-1966*)

Prof. McNally

Hs. 247—RUSSIAN INTELLECTUAL HISTORY (3)

An historical study of the major ideas of the Russian intelligentsia from Radishchev to Khrushchev.

F., 4:30-6:15 P.M. (*1st sem.*)

Prof. McNally

Hs. 257—RUSSIA AND EASTERN EUROPE (3)

A study of Russian and East European History and politics from 1917 to 1941.

W., 4:30-6:15 P.M. (*1st sem.*)

Prof. Dziewanowski

Hs. 258—RUSSIA AND EASTERN EUROPE (3)

A study of Russian and East European history and politics from 1941 to the present.

W., 4:30-6:15 P.M. (*2nd sem.*)

Prof. Dziewanowski

- Hs. 276—AMERICAN NATIONALISM IN THE NINETEENTH CENTURY (3)
 An intellectual, cultural and political approach to nationalism from Alexander Hamilton to Theodore Roosevelt.
 W., 4:30-6:15 P.M. (2nd sem.) *Prof. Betts*
- Hs. 278—IMMIGRATION AND NATIONAL DEVELOPMENT (3)
 The social and cultural impact of the immigrant in relation to religion, literature, the arts, and the issues of assimilation and Americanization.
 (To be offered 1965-66) *Prof. Betts*
- Hs. 280—HISTORICAL INTERPRETATIONS OF MODERN AMERICA (3)
 An analysis of modern American History since the Civil War in the light of the varying interpretations which have been offered by major American historians.
 F., 4:30-6:15 P.M. (2nd sem.) *Prof. Wakstein*
- Hs. 281—LATIN AMERICAN SOCIAL AND INTELLECTUAL HISTORY (3)
 A general survey of the social and intellectual development of Latin America. This course will not be confined to any one particular country.
 W., 4:30-6:15 P.M. (1st sem.) *Prof. Criscenti*
- Hs. 283—THE HISTORY OF PERU (3)
 A general treatment of the social, political, and intellectual history of Peru.
 (To be offered 1965-66) *Prof. Criscenti*

GRADUATE SEMINARS

- Hs. 299—READING AND RESEARCH (3)
 A study of primary sources and authoritative secondary material for a deeper knowledge of some problem previously studied or of some area in which the candidate is deficient.
By arrangement *THE DEPARTMENT*
- Hs. 301—THESIS SEMINAR (3,3)
 Direction of research problem.
By arrangement *THE DEPARTMENT*
- Hs. 305—THESIS DIRECTION (2 points)
 A two-point non-credit course.
By arrangement *THE DEPARTMENT*
- Hs. 310—SEMINAR IN MEDIEVAL HISTORY (3)
 M., 4:30-6:15 P.M. (2nd sem.) *Prof. Daly*

- Hs. 326—SEMINAR IN 18TH CENTURY ENGLAND (3)
Th., 4:30-6:15 P.M. (*2nd sem.*) Prof. Perry
- Hs. 336—SEMINAR IN 17TH CENTURY FRANCE (3)
T., 4:30-6:15 P.M. (*2nd sem.*) Prof. Miller
- Hs. 338—SEMINAR IN 18TH CENTURY EUROPE (3)
T., 4:30-6:15 P.M. (*2nd sem.*) Prof. Miller
(1965-66)
- Hs. 346—SEMINAR IN EUROPEAN INTELLECTUAL HISTORY (3)
W., 4:30-6:15 P.M. (*2nd sem.*) Prof. McNally
(1965-66)
- Hs. 351-352—DIRECTED READINGS IN AMERICAN HISTORY (3,3)
F., 4:30-6:15 P.M. (*both sems.*) Prof. O'Connor
- Hs. 360—SEMINAR IN AMERICAN COLONIAL HISTORY (3)
W., 4:30-6:15 P.M. (*2nd sem.*) Prof. Criscenti
(1965-66)
- Hs. 361-362—DIRECTED READINGS IN MODERN EUROPEAN HISTORY
(3,3)
F., 4:30-6:15 P.M. (*both sems.*) Prof. Dziewanowski
- Hs. 377—SEMINAR IN AMERICAN INTELLECTUAL AND
SOCIAL HISTORY (3)
W., 4:30-6:15 P.M. (*1st sem.*) Prof. Betts
- Hs. 379—SEMINAR IN THE ECONOMIC HISTORY OF INDUSTRIAL
AMERICA (3)
F., 4:30-6:15 P.M. (*1st sem.*) Prof. Wakstein
- Hs. 382—SEMINAR IN LATIN AMERICAN HISTORY (3)
W., 4:30-6:15 P.M. (*2nd sem.*) Prof. Criscenti

PROGRAM IN AMERICAN STUDIES

The Graduate School of Arts and Sciences offers a program in American Studies leading to the Master of Arts in American Studies degree. The four major departments participating in the program are English, Political Science, History and Sociology. Graduate students qualifying for the program will major in one of the four departments and minor in one or two others, the program of each student to be determined by the major department. A thesis will be required. A maximum of eighteen hours in the major and a minimum of six hours in the minor or minors will be required of all candidates. The program will be administered by the American Studies Committee, composed of representatives from each department and a coordinating chairman. Courses offered by other related disciplines such as Art, Economics, Education, Psychology and Social Work may be taken as electives by qualified candidates in order to fulfill the thirty-credits requirement for the M.A. degree.

American Studies is a program directed to the study of the American past and present in broad dimensions, including American history, government, literature and social structure. Interdisciplinary study offers the different and changing perspectives of modern scholarship and seeks the integration of knowledge in an age of specialization.

Courses offered toward the M.A. in American Studies in the four major fields include:

ENGLISH (En.)

- 272—REALISM AND NATURALISM IN AMERICAN LITERATURE (3)
- 281—THE SOUTHERN RENASCENCE IN CONTEMPORARY LITERATURE (3)
- 282—CONTEMPORARY AMERICAN POETRY (3)

HISTORY (Hs.)

- 161—ORIGINS OF AMERICAN FOREIGN POLICY (3)
- 162—THE UNITED STATES AS A WORLD POWER (3)
- 163—AMERICAN INTELLECTUAL HISTORY TO 1865 (3)
- 164—AMERICAN INTELLECTUAL HISTORY SINCE 1865 (3)
- 167—POLITICS AND EXPANSION: 1865-1912 (3)
- 168—CONTEMPORARY AMERICA: 1912-1960 (3)
- 171—THE CIVIL WAR (3)
- 172—THE AGE OF RECONSTRUCTION (3)
- 175—THE RISE OF INDUSTRIAL AMERICA (3)
- 176—INDUSTRIAL AMERICA SINCE WORLD WAR I (3)
- 181—COLONIAL LATIN AMERICA (3)
- 182—ARGENTINA, BRAZIL, AND CHILE (3)
- 276—AMERICAN NATIONALISM IN THE 19TH CENTURY (3)
- 280—HISTORICAL INTERPRETATIONS OF MODERN AMERICA (3)
- 281—LATIN AMERICAN SOCIAL AND INTELLECTUAL HISTORY (3)

377—SEMINAR IN AMERICAN INTELLECTUAL AND
SOCIAL HISTORY (3)

379—SEMINAR IN THE ECONOMIC HISTORY OF INDUSTRIAL AMER-
ICA (3)

382—SEMINAR IN LATIN AMERICAN HISTORY (3)

POLITICAL SCIENCE (Po.)

113-114—AMERICAN CONSTITUTIONAL DEVELOPMENT (3,3)

201—THE AMERICAN PRESIDENCY (3)

202—THE UNITED STATES CONGRESS (3)

307—SEMINAR IN AMERICAN POLITICS (3)

SOCIOLOGY (Sc.)

188—SOCIOLOGY OF AMERICAN CATHOLICISM (3)

Also, attention is called to:

ED. 205—HISTORY OF CATHOLIC EDUCATION IN
UNITED STATES (3)

ED. 209—HISTORY OF AMERICAN EDUCATION (3)

PL. 297—AMERICAN PHILOSOPHY (3)

PROGRAM IN LATIN-AMERICAN STUDIES

ADMINISTRATIVE COMMITTEE:

THE DEAN, *Chairman*; PROFESSOR JOSEPH T. CRISCENTI, *Secretary*.

The Graduate School of Arts and Sciences offers a program in Latin-American Studies leading to the Master of Arts degree. This program is designed to give qualified students a comprehensive understanding of the history, literature, culture, and economic and social structure of Latin-America. Since the degree sequence will be regarded as non-research and terminal, the program is not intended as preparation for further graduate studies at this or other universities.

For admission to this program, applicants must: meet the general academic standards of the Graduate School; have an adequate reading knowledge of either Spanish or Portuguese.

The degree requirements include the following: Thirty semester hours of graduate work to be selected from offerings available in the Graduate Departments of History, Economics, Modern Languages, Political Science, and Sociology; a comprehensive examination in the fields offered, present one major paper. The topic must have the prior approval of the Secretary of the Committee on Latin-American Studies.

Each student's program must be organized at the time of semester registration in consultation with and subject to the approval of the Secretary of the Committee. After approval is given to an individual program, no change of course is permitted without written authorization of the Secretary of the Program.

For additional information, address inquiries to:

DR. JOSEPH T. CRISCENTI, *Secretary*
Committee on Latin-American Studies

PROGRAM IN MEDIEVAL STUDIES

ADMINISTRATIVE COMMITTEE:

THE DEAN together with the chairmen of the Departments of Economics, English, History, Modern Languages, and Philosophy.

The Graduate School of Arts and Sciences offers a program in Medieval Studies leading to the Master of Arts degree. The degree may be obtained in the English, History, Modern Languages, and Philosophy departments, which lay down requirements as follows:

ENGLISH DEPARTMENT

The Department sponsors a Program in Medieval Studies leading to the degree of Master of Arts for students planning to pursue advanced studies in the medieval field at Boston College or other institutions. Students enrolled in this program will be expected to take nine hours in Medieval English and six hours of graduate study in one of the related areas described in the Program in Medieval Studies. The master's thesis will be written under the direction of a member of the English Department, and will be also read by a member of the Department in the related area of study. In addition to the language requirements of the Graduate School, the candidate must successfully pass an examination in Latin. All other requirements for the Master of Arts degree will remain in effect.

HISTORY DEPARTMENT

The Department sponsors a Program in Medieval Studies leading to the degree of Master of Arts for students planning to pursue advanced studies in the medieval field at Boston College or other institutions. Students enrolled in this program will be expected to take nine hours in Medieval History and six hours of graduate study in one of the related areas described in the Program in Medieval Studies. The master's thesis will be written under the direction of a member of the History Department, and will be also read by a member of the Department in the related area of study. In addition to the language requirements of the Graduate School, the candidate must successfully pass an examination in Latin. All other requirements for the Master of Arts degree will remain in effect.

MODERN LANGUAGE DEPARTMENT

The Department sponsors a Program in Medieval Studies leading to the degree of Master of Arts for students planning to pursue advanced studies in the medieval field at Boston College or other institutions. Students enrolled in this program will be expected to take nine hours in Medieval French and six hours of graduate study in one of the related areas described in the Program in Medieval Studies. The master's thesis will be written under the direction of a member of the Modern Language Department, and will be also read by a member of the Department in the related area of study. In addition to the language requirements of the Graduate School, the candidate must successfully pass an examination in Latin. All other requirements for the Master of Arts degree will remain in effect.

PHILOSOPHY DEPARTMENT

The Department sponsors a Program in Medieval Studies leading to the degree of Master of Arts for students planning to pursue advanced studies in the medieval field at Boston College or other institutions. Students enrolled in this program will be expected to take nine hours in Medieval Philosophy and six hours of graduate study in one of the related areas described in the Program in Medieval Studies. The master's thesis will be written under the direction of a member of the Philosophy Department, and will be also read by a member of the Department in the related area of study. In addition to the language requirement of the Graduate School, the candidate must successfully pass an examination in Latin. All other requirements for the Master of Arts degree will remain in effect.

Courses offered toward the M.A. in Medieval Studies in the four fields include:

- PL. 201—INTRODUCTION TO THE STUDY OF ST. THOMAS (3)
- PL. 202—HISTORY OF MEDIEVAL METAPHYSICS (3)
- PL. 203—PALEOGRAPHY (3)
- PL. 211—ST. AUGUSTINE AND THE AUGUSTINIAN TRADITION (3)
- PL. 219—ARABIAN PHILOSOPHY (3)
- EN. 201—OLD ENGLISH (3)
- EN. 202—OLD ENGLISH EPIC (3)
- EN. 211—CHAUCER I (3)
- EN. 212—CHAUCER II (3)
- FR. 213—READING IN THE OLD FRENCH LANGUAGE (3)
- FR. 215-216—THE FRENCH EPIC (3, 3)
- FR. 217-218—FRENCH LYRIC POETRY OF THE MIDDLE AGES (3, 3)
- FR. 219—THE MEDIEVAL THEATRE (3)
- FR. 221—FRENCH CHRONICLERS OF THE MIDDLE AGES (3)
- Hs. 101-102—MEDIEVAL POLITICAL THOUGHT (3, 3)
- Hs. 107-108—ENGLISH CONSTITUTIONAL HISTORY TO 1485 (3, 3)
- Hs. 212—THE CHURCH AND THE FOUNDATIONS OF WESTERN EUROPE, 6TH TO 8TH CENTURIES (3)
- Hs. 214—THE CHURCH AND THE FORMATION OF WESTERN EUROPE, 8TH TO 12TH CENTURIES (3)
- Hs. 217-218—MEDIEVAL CULTURE (3, 3)
- Hs. 219-220—MEDIEVAL FRANCE (3, 3)
- Hs. 310—SEMINAR IN MEDIEVAL HISTORY (3)

MATHEMATICS (Mt.)

Professors: LOUIS O. KATTSOFF, RENE J. MARCOU, JOSEPH A. SULLIVAN, (*Associate Chairman*)

Associate Professors: REV. STANLEY J. BEZUSZKA, S.J., (*Chairman*)
GERALD G. BILODEAU, SAMUEL S. HOLLAND,
ROSE RING.

Assistant Professors: AUGUSTUS J. FABENS, REV. WALTER J. FEENEY, S.J., JOHN P. SHANAHAN.

The department offers a program leading to the Master of Arts degree.

COURSES OF INSTRUCTION

MT. 133—INTRODUCTION TO ABSTRACT ALGEBRA I (3)

This course consists of an introduction to algebraic structures: groups, rings, fields. Topics include elementary number theory, homomorphism theorems, quotient structures, and polynomial rings.

M., W., F., 12:00-12:50 (*1st sem.*)

To be announced

MT. 134—INTRODUCTION TO ABSTRACT ALGEBRA II (3)

This course covers the elements of linear algebra. Topics covered include vector spaces, linear transformations, matrices, determinants, and bilinear forms.

M., W., F., 12:00-12:50 (*2nd sem.*)

To be announced

MT. 137—ADVANCED CALCULUS I (3)

Topics covered include elementary differential geometry of curves, a systematic treatment of the differential and integral calculus of function of several variables, line and surface integrals.

M., W., F., 1:00-1:50 (*1st sem.*)

Prof. Bilodeau

MT. 138—ADVANCED CALCULUS II (3)

A continuation of Mathematics 137. Topics covered include a systematic treatment of sequences and series, improper integrals, Fourier series.

M., W., F., 1:00-1:50 (*2nd sem.*)

Prof. Bilodeau

MT. 141—VECTOR ANALYSIS (3)

Topics covered include the algebra and calculus of vectors, symbolic operators, and integral theorems.

M., W., F., 11:00-11:50 (*1st sem.*)

Prof. Marcou

MT. 142—PARTIAL DIFFERENTIAL EQUATIONS OF PHYSICS (3)

Topics covered include the equations of Poisson and Laplace, the wave equation, generalized (curvilinear) coordinate transformations, Fourier series and orthogonal functions.

M., W., F., 11:00-11:50 (*2nd sem.*)

Prof. Marcou

MT. 143—INTRODUCTION TO NUMBER THEORY (3)

Topics covered include divisibility, congruences, quadratic residues, number theoretic functions, diophantine equations, and distribution of primes.

(*Not offered 1964-1965*)

MT. 215-216—GROUP THEORY: RING AND FIELD THEORY (3, 3)

Fundamental notions and properties of groups: subgroups and quotient groups with special emphasis on finite groups. Rings; fields. Ideals; factorization; quotient ring. Homomorphism. Field extensions.

M., W., F., 11:00-11:50 (*both sems.*)

Prof. Weidman

MT. 225-226—TOPOLOGY I, II (3, 3)

Basic concepts of point set topology including separation axioms, connectedness, compactness, continuous mappings, function spaces, metric spaces, and completeness, introduction to algebraic topology. Other topics as time permits.

M., W., F., 12:00-12:50 (*both sems.*)

Prof. Holland

MT. 231-232—ANALYSIS I, II (3, 3)

Real number system. Basic topological concepts and metric spaces. Sequences and continuity. Riemann - Stieltjes integral. Lebesgue measure and integral.

M., W., F., 4:00-4:50 (*both sems.*)

Prof. Sullivan

MT. 235-236—THEORY OF FUNCTIONS OF A COMPLEX VARIABLE I, II (3, 3)

Differentiation and integration of a function of a complex variable, series expansion, residue theory. Entire and meromorphic functions, multiple-valued functions. Riemann surfaces, conformal mapping problems.

M., W., F., 3:00-3:50 (*both sems.*)

Prof. Bilodeau

MT. 243-244—SELECTED TOPICS IN APPLIED MATHEMATICS I, II (3, 3)

Fourier integral. Legendre associated polynomials. Schroedinger wave equation. Polynomials of Hermite and Laguerre. Hamilton's principle, equations of Lagrange and Hamilton.

(*Not offered 1964-1965*)

MT. 245-246—LAPLACE TRANSFORMATIONS I, II (3, 3)

Properties and inverse of the Laplace transform with applications to simple functions; transforms of algebraic rational fractions and integro-differential equations. Solution of one-dimensional problems in electrical and mechanical systems.

T., Th., 1:30-2:45 (*both sems.*)

Prof. Marcou

MT. 249—TENSOR CALCULUS (3)

Vectors; covariant, contravariant and mixed tensors. Christoffel symbols. Covariant differentiation. Ricci tensor.

(*Not offered 1964-1965*)

MT. 250—RIEMANNIAN GEOMETRY (3)

Riemannian metric. Curvature of Riemannian space; varieties; hypersurfaces.

(*Not offered 1964-1965*)

MT. 253-254—DIFFERENTIAL GEOMETRY I, II (3, 3)

Plane and space curves. Intrinsic equations of a curve. Serret-Frenet formulas. First and second fundamental quadratic forms of a surface. Principal curvatures, mean and Gauss curvatures of a surface. Theorems of Meusnier and Euler. Dupin's indicatrix. Gauss characteristic equation and the Mirrardi-Codazzi relations. Geodesics and geodesic parallels. Ruled surfaces, lines of striction. Rectilinear congruences.

(*Not offered 1964-1965*)

MT. 283—MATHEMATICAL LOGIC (3)

A careful and rigorous study of the statement calculus, the predicate calculus, and relations. Decision procedures. Completeness and decidability. The statement calculus as an interpreted Boolean Algebra. Graphing the statement calculus. Intuitive set theory. Brief consideration of modal and many-valued logical systems.

T., Th., 1:30-2:45 (*1st sem.*)

Prof. Kattsoff

MT. 284—FOUNDATIONS OF MATHEMATICS (3)

The axiomatic method. Axiomatic set theory. Transfinite ordinal and cardinal numbers and their arithmetic. Intuitionist, Formalist, and Logistic approaches to mathematics. Metamathematics and Godel's Incompleteness Proof. The real number system and the concept of infinity.

T., Th., 1:30-2:45 (*2nd sem.*)

Prof. Kattsoff

MT. 293-294—NUMERICAL ANALYSIS I, II (3, 3)

Solutions of algebraic and transcendental equations. Interpolation. Numerical differentiation and integration. Numerical solution of ordinary differential equations. Matrix methods including iterative methods for determining characteristic values of matrices. Harmonic analysis. Some of the numerical methods for the approximate solution of partial differential equations.

M., W., 4:00-5:15 (*both sems.*)

Prof. Ring

MT. 299—READING AND RESEARCH (3, 3)

*By arrangement**THE DEPARTMENT*

MT. 301—THESIS SEMINAR (3, 3)

Problems of research and thesis guidance, supplemented by individual conferences.

*By arrangement**THE DEPARTMENT*

MT. 305—THESIS DIRECTION (2 points)

A two-point non-credit course.

*By arrangement**THE DEPARTMENT*

MT. 307-308—SEMINAR

This is a non-credit course which is required for all candidates for the M.A. degree who do not take Mt. 301.

T., 3:00-4:15 (*both sems.*)

Prof. Shanahan

MASTER OF ARTS PROGRAM IN MATHEMATICS (NON-RESEARCH).

ACCEPTANCE. The Master of Arts (Non-research) Degree in Mathematics is designed for teachers of mathematics and science. All candidates for this master's degree must be graduates of an approved college and have fifteen (15) semester hours of upper division work in mathematics. If a candidate's number of prerequisites falls short of the prescribed fifteen credits, the remaining prerequisites may be earned during the course of graduate study with the approval of the chairman of the mathematics department in each instance.

COURSE CREDITS. A minimum of thirty graduate credits are required for the master's degree. Not more than six credits of graduate work completed at other approved institutions may be offered in partial fulfillment of the course requirements with the approval of the Dean and the Chairman of the mathematics department.

FOREIGN LANGUAGE REQUIREMENT. There is no foreign language requirement for the Master of Arts (Non-research) Degree in Mathematics.

COMPREHENSIVE EXAMINATION. Before the master's degree is awarded the candidate must pass a written comprehensive examination on his course work.

THESIS. No formal thesis is required but a major paper on a topic in mathematics must be submitted and approved by the Chairman of the mathematics department before the degree is awarded.

NATIONAL SCIENCE FOUNDATION

ACADEMIC YEAR PROGRAM

Mt. 141-NSF—VECTOR ANALYSIS

Mt. 151-NSF—PROBABILITY

Mt. 152-NSF—STATISTICAL INFERENCE

Mt. 215-NSF—ELEMENTARY AND INTERMEDIATE ALGEBRA TREATED FROM THE STANDPOINT AND METHODOLOGY OF MODERN ALGEBRA

Mt. 216-NSF—ADVANCED ALGEBRA FROM THE STANDPOINT AND METHODOLOGY OF MODERN ALGEBRA

Mt. 231-NSF—ELEMENTS OF REAL VARIABLE (WITH SELECTED TOPICS FROM COMPLEX VARIABLE)

Mt. 233-NSF—MODERN ALGEBRA (SELECTED TOPICS) GEOMETRIC SYSTEMS: DEVELOPMENT OF EUCLIDEAN AND NON-EUCLIDEAN GEOMETRIES

Mt. 244-NSF—APPLICATIONS OF MODERN MATHEMATICS TO THE CONCEPTS OF MODERN PHYSICS

Mt. 289-NSF—INTRODUCTION TO THE CONCEPTS AND OPERATIONS OF SYMBOLIC (MATHEMATICAL) LOGIC

Mt. 295-NSF—FUNDAMENTALS OF MATHEMATICAL ANALYSIS AND ANALYTIC GEOMETRY

MODERN LANGUAGES

Professors: PAUL A. BOULANGER, VINCENT A. McCROSSEN, ERNEST A. SICILIANO

Associate Professors: NORMAND R. CARTIER (*Chairman*), DOLORES A. FIORE, REV. JOSEPH D. GAUTHIER, S.J., LAWRENCE G. JONES

Assistant Professors: BENEDETTO FABRIZI, JOSEPH FIGURITO, ROBERT L. SHEEHAN, LEWIS A. M. SUMBERG

COURSES OF INSTRUCTION

For intensive courses in French and German consult the undergraduate catalogs, and also page 32 of this catalog.

FRENCH (Fr)

FR. 191—INTRODUCTION TO LINGUISTICS (3) (Same as Sl. 191)

Language as a communication system. The principles and methods of analyzing languages: phonetics, phonology, morphology and syntax. The relation of acoustical research, information theory and symbolic logic to linguistic analysis.

FR. 205—PHONETICS (3)

A study of the sounds and rhythm of spoken French with the objective of perfecting the student's pronunciation and expression. *Conducted in French.*

FR. 211—ROMANCE PHILOLOGY (3)

An introduction to the study of early Romance documents.

FR. 213—READING IN THE OLD FRENCH LANGUAGE (3)

Study of the language, form, style and syntax of Old French through representative readings. Formulaic analysis applied to editing of the Old French epic. *Conducted in French and in English.*

FR. 215-6—THE FRENCH EPIC (3, 3)

Chanson de geste. Matière de Bretagne; Roman courtois. *Conducted in French.*

FR. 218—FRENCH LYRIC POETRY OF THE LATER
MIDDLE AGES (3)

Representative reading in Old French from Guillaume de Machaut through Villon. *Conducted in French.*

W., 4:30-6:15 (1st sem.)

Prof. Sumberg

FR. 220—THE MEDIEVAL THEATRE (3)

The religious theatre: miracles, nativities, mysteries, jeux. The secular theatre: mimes and dramatic monologues, jeux, soties and farces. Genesis of the religious and secular theatre in France and study of the staging art. *Conducted in French.*

Th., 4:30-6:15 (2nd sem.)

Prof. Cartier

FR. 221—FRENCH CHRONICLERS OF THE MIDDLE AGES (3)

Crusades, Hundred Years War, and the birth of the modern state. Studies in Villehardouin, Joinville, Froissart and Commines. *Conducted in French.*

(To be offered 1965-1966)

Prof. Cartier

FR. 225—STUDIES IN RABELAIS (3)

The great humanistic surge of the 16th Century in France. The man of the Renaissance, as he appears particularly in Pantagruel and Gargantua. *Conducted in French.*

(To be offered 1965-1966)

Prof. Cartier

FR. 227—STUDIES IN MONTAIGNE (3)

The quest of wisdom in turbulent times, and the discovery of the modern conscience. "Les Essais" as a source book for later moralists and philosophers. *Conducted in French.*

Th., 4:30-6:15 (1st sem.)

Prof. Cartier

FR. 231—MORALISTS OF THE XVIIITH CENTURY (3)

A study of ideas in the work of Pascal, Descartes, La Bruyère, Bossuet, La Rochefoucauld. *Conducted in French.*

FR. 232—CLASSICAL FRENCH DRAMA (3)

A study of the classical dramatists: Racine, Molière, and Corneille. *Conducted in French.*

T., 4:30-6:15 (2nd sem.)

Prof. Figurito

FR. 239—THE AGE OF REASON (3)

The pervasive role of rational thinking as reflected in the literature of the eighteenth century. *Conducted in French.*

W., 4:30-6:15 (2nd sem.)

Prof. Fabrizi

FR. 243—THE EIGHTEENTH CENTURY NOVEL (3)

A study of the genre from the classical to the pre-romantic novel. *Conducted in French.*

FR. 252—FRENCH LYRIC POETRY OF THE 19TH CENTURY (3)

Representative readings from the early Romantics through the Symbolists. *Conducted in French.*

W., 4:30-6:15 (2nd sem.)

Prof. Sumberg

FR. 253—THE ROMANTIC PERIOD IN FRANCE (3)

The literature of the first half of the nineteenth century. *Conducted in French.*

FR. 254—REALISM IN FRENCH LITERATURE AFTER 1850 (3)

A study of the late Romantic period and the Realists. *Conducted in French.*

FR. 255—THE NINETEENTH CENTURY NOVEL (3)

A study of the genre from the romantic to the naturalist novel. Fr. 243 is recommended as a prerequisite. *Conducted in French.*

FR. 256—SYMBOLISM IN FRENCH LITERATURE (3)

A study of the Symbolist movement in late nineteenth century literature. Fr. 254 is recommended as a prerequisite. *Conducted in French.*

FR. 258—SATANISM IN THE SYMBOLIST MOVEMENT (3)

A study of the various aspects of Satanism underlying the movement from the precursors to the actual school: Baudelaire, Verlaine, Mallarmé, etc. *Conducted in French.*

T., 4:30-6:15 (1st sem.)

Prof. Figurito

FR. 262—CUBISM AND SURREALISM IN FRANCE (3)

An analysis of the development and growth of a most significant literary and artistic movement of the present century, concentrating on such poets as: Bertrand, Rimbaud, Jacob, Tzara, Aragon, etc. *Conducted in French.*

FR. 263—MODERN FRENCH LITERATURE (3)

The literature of the twentieth century up to World War II. *Conducted in French.*

Th., 4:30-6:15 (1st sem.)

Prof. Gauthier

FR. 264—CONTEMPORARY FRENCH LITERATURE (3)

The prose literature of present day France. French 263 is recommended as a prerequisite. *Conducted in French.*

Th., 4:30-6:15 (2nd sem.)

Prof. Gauthier

FR. 265—ANDRÉ MALRAUX (3)

An analysis of the intellectual biography of the first half of the 20th century as reflected in André Malraux. A study of his major works will define the stages of this evolutions. *Conducted in French.*

FR. 269—THE MODERN FRENCH THEATER (3)

A study of the major playwrights and their most representative works. *Conducted in French.*

W., 4:30-6:15 (2nd sem.)

Prof. Fabrizi

FR. 275-6—CULTURAL BACKGROUND OF FRENCH LITERATURE (3, 3)

The outstanding cultural achievements of French civilization. *Conducted in French.*

M., W., F., 3:00-3:50 (*Both sems.*)

Prof. Boulanger

FR. 277-8—COMPARATIVE MODERN EUROPEAN LITERATURE I, II (3, 3)

A study of European thought and its impact on Western Civilization. Open to all graduate students.

FR. 290—LITERATURE OF IDEAS IN FRANCE (3)

An analysis of philosophical currents in the history of French Literature as reflected in selected masterpieces from the Roman de la Rose to Existentialism. Special attention will be directed to the continuity of the development of ideas in France.

FR. 299—READING AND RESEARCH (3)

By arrangement

THE DEPARTMENT

FR. 301—THESIS SEMINAR (3, 3)

Problems of research, supplemented by individual conferences.

By arrangement

THE DEPARTMENT

FR. 305—THESIS DIRECTION (2 points)

A two-point non-credit course.

By arrangement

THE DEPARTMENT

FR. 310—METHODOLOGY AND RESEARCH (3)

The science of bibliography, the particular value of specific works and the handling of materials relating to chosen problems are treated in order to assist students in preparing their theses.

FR. 312—WORKSHOP IN THE TEACHING OF MODERN LANGUAGES (3)

A study of the specific procedures in modern language teaching in American secondary schools. The language laboratory is used for the practical aspects of the course.

M., 4:30-6:15 (*1st sem.*)

Prof. Fabrizi

SPANISH (SP)

SP. 191—INTRODUCTION TO LINGUISTICS (3) (Same as Sl. 191)

Language as a communication system. The principles and methods of analyzing languages: phonetics, phonology, morphology and syntax. The relation of acoustical research, information theory and symbolic logic to linguistic analysis.

SP. 205—PHONETICS (3)

A study of the sounds and rhythm of spoken Spanish with the objective of perfecting the student's pronunciation and expression. *Conducted in Spanish.*

SP. 211—ROMANCE PHILOLOGY (3)

An introduction to the study of early Romance documents.

SP. 215—SPANISH LITERATURE OF THE MIDDLE AGES (3)

A study of early Spanish texts, including the *Poema del Cid* and epic literature. *Conducted in Spanish.*

SP. 223—SPANISH MYSTICS (3)

San Juan de la Cruz, Santa de Jesus, etc. *Conducted in Spanish.*

SP. 225—SPANISH NOVEL OF THE XVITH CENTURY (3)

A detailed study of the books of chivalry, the pastoral and picaresque novels. *Conducted in Spanish.*

T., 4:30-6:15 (1st sem.)

Prof. Fiore

SP. 227—CERVANTES AND DON QUIJOTE (3)

A study of the man and his principal work. *Conducted in Spanish.*

SP. 233—CALDERON AND THE AUTO SACRAMENTAL (3)

Calderón's life and contribution to the Spanish theatre. The history of the important *auto sacramental*. *Conducted in Spanish.*

Th., 4:30-6:15 (1st sem.)

Prof. Siciliano

SP. 236—DRAMA OF THE GOLDEN AGE (3)

Golden Age Drama prior to Calderón. *Conducted in Spanish.*

Th., 4:30-6:15 (2nd sem.)

Prof. Fiore

SP. 253-4—ROMANTICISM IN SPAIN (3, 3)

Origins of romanticism. Foreign influences. Spanish romanticism in the literary works of the period. *Conducted in Spanish.*

SP. 261—MODERN SPANISH THEATRE (3)

A study of the most important works of Galdós, Rivas, Sierra, Joaquín y Serafín Álvarez Quintero, Marquino and Benavente. *Conducted in Spanish.*

SP. 264—THE GENERATION OF "98" (3)

A study of the main authors with discussion of their more representative works: Unamuno, Baroja, Azorín, Machado. *Conducted in Spanish.*

T., 4:30-6:15 (2nd sem.)

Prof. Fiore

SP. 266—CONTEMPORARY SPANISH THEATRE (3)

The present day Spanish playwrights: Casona, Buero-Vallejo, Calvo Sotelo, José María Pemán. *Conducted in Spanish.*

W., 4:30-6:15 (2nd sem.)

Prof. Sheehan

SP. 277-8—COMPARATIVE MODERN EUROPEAN LITERATURE I, II (3, 3)

A study of European thought and its impact on Western Civilization. Open to all graduate students.

SP. 294—MODERN NOVEL AND DRAMA IN SPANISH-AMERICAN LITERATURE (3)

The principal literary productions of Central and South America. *Conducted in Spanish.*

T., 4:30-6:15 (2nd sem.)

To be announced

SP. 295—CONTEMPORARY SPANISH NOVEL (3)

The present day Spanish authors: Cela, La Foret, Zunzunegui, Giromella, Matute, Delibes. *Conducted in Spanish.*

Wed., 4:30-6:15 (1st sem.)

Prof. Sheehan

SP. 299—READING AND RESEARCH (3)

By arrangement

THE DEPARTMENT

SP. 301—THESIS SEMINAR (3, 3)

Problems of research, supplemented by individual conferences.

By arrangement

THE DEPARTMENT

SP. 305—THESIS DIRECTION (2 points)

A two-point non-credit course.

By arrangement

THE DEPARTMENT

SP. 310—METHODOLOGY AND RESEARCH (3)

The science of bibliography, the particular value of specific works, and the handling of materials related to chosen problems are treated in order to assist students in preparing their theses.

SP. 312—WORKSHOP IN THE TEACHING OF MODERN LANGUAGES (3)

A study of the specific procedures in modern language teaching in American secondary schools. The language laboratory is used for the practical aspects of the course.

M., 4:30-6:15 (1st sem.)

Prof. Fabrizi

SLAVIC (SL)

SL. 159—READINGS IN DOSTOEVSKY (3)

This course will concentrate on readings in Russian from the works of Dostoevsky along with biographical and critical works in Russian and English. To be organized as a seminar with reports required from all students.

To be announced (1st sem.)

Prof. Jones

SL. 160—READINGS IN CHEKHOV (3)

This course will be centered on readings in Russian from the works of Chekhov, along with biographical and critical works in Russian and English. The course will be organized as a seminar with seminar reports required from all students.

To be announced (2nd sem.)

Prof. Jones

SL. 191—INTRODUCTION TO LINGUISTICS (3)

Language as a communication system. The principles of analyzing languages: phonetics, phonology, morphology and syntax. The relation of acoustical research, information theory and symbolic logic to linguistic analysis.

M., W., F., 3:00-3:50 (1st sem.)

Prof. Jones

SL. 193-194—OLD RUSSIAN LITERATURE

The language and literature of Russia from the eleventh century through the eighteenth.

(To be offered 1965-1966)

Prof. Jones

SL. 199—READINGS IN LINGUISTICS (3)

Students will work independently in some advanced or special area of linguistics under the guidance of the secretary of the Linguistics Program, whose approval must be obtained for enrollment in this course.

By arrangement (Both sems.)

Prof. Jones

Prerequisite: Li. 191 or equivalent.

The attention of those interested in the Slavic field is called to the following offerings to be found elsewhere in this catalog.

EC. 297—SOVIET ECONOMIC SYSTEM (3)

Hs. 151-152—HISTORY OF MODERN RUSSIA (3, 3)

Hs. 245—EUROPEAN INTELLECTUAL HISTORY (3)

Hs. 247—RUSSIAN INTELLECTUAL HISTORY (3)

Hs. 257-258—RUSSIA AND EASTERN EUROPE (3, 3)

Hs. 346—SEMINAR IN EUROPEAN INTELLECTUAL HISTORY (3)

PL. 241—INTRODUCTION TO SOVIETOLOGY (3)

PL. 242—CONTEMPORARY SOVIET PHILOSOPHY (3)

PL. 243—SPECIAL PROBLEMS OF CONTEMPORARY
SOVIET PHILOSOPHY (3)

PL. 244—HISTORICAL MATERIALISM TODAY (3)

PL. 245—CONTEMPORARY MARXISM (3)

Po. 153—SOVIET POLITICAL INSTITUTIONS (3)

Po. 253—GOVERNMENT AND POLITICS OF CHINA (3)

Po. 254—SINO-SOVIET RELATIONS (3)

NURSING (Nu)

Professors: MARIE SCHERER ANDREWS (*Chairman*),
RITA P. KELLEHER

Assistant Professors: PRISCILLA M. ANDREWS, FLORENCE T.
BRICKETT, MARGUERITE F. FOGG, JOSEPH H.
WALSH
BERNADETTE P. HUNGLER (*Assistant to the
Chairman*)

Lecturers: REV. JOHN R. MCCALL, S.J., REV. JAMES F. MOYNIHAN,
S.J., EVANGELINE DUMONT, LILLIAN GOODMAN, JANE
BRAGDON HANRON, JUNE JOHNSON, PIERRE D. LAM-
RERT, WILLIAM P. PARÉ, SISTER MADELEINE CLÉMENCE
VAILLOT, S.P., JOHN J. WALSH.

DEPARTMENTAL REQUIREMENTS

Master of Science Degree: The Boston College Graduate School offers a program leading to the degree of Master of Science for qualified nurses who have an acceptable generic baccalaureate degree in nursing. The program permits a selection from among four clinical areas: Medical-Surgical Nursing, Maternal and Child Nursing, Psychiatric Nursing, and Rehabilitation Nursing.

The aim of the Department of Nursing is to prepare men and women to become effective, imaginative teachers who will be competent practitioners in a clinical area of their choice, responsible faculty members, consumers of significant research and able to assume leadership in the profession.

In addition to this aim, the Department of Nursing shares with the other graduate schools of the University the belief that its graduates should be prepared to explore the relevance of theology and scholastic philosophy to contemporary problems, to appreciate the worth of the humanistic heritage of Western civilization and to assume the responsibility of transmitting it through their teaching.

All candidates for the graduate degree must take the following core courses: Ed. 202, Ed. 246, Nu. 200, Nu. 201, Nu. 202, Nu. 203, and No. 204. The student may also elect one three-credit course in Education. Students who have not had scholastic philosophy will take Pl. 101 in addition to the above courses. For information relative to Seminar and Field Experience in Schools of Nursing (Nu. 215, Nu. 225, Nu. 235, Nu. 245) see pages 442-443.

COURSES OF INSTRUCTION

NU. 200—NURSING EDUCATION (3)

Trends and problems in nursing and nursing education. Considers the philosophy, objectives, opportunities, organization, and control of nursing and programs in nursing.

W., 4:00-5:45 (*1st sem.*)

Prof. Kelleher

NU. 201—RESEARCH METHODS IN NURSING (3)

An introduction to the major methods employed in investigating nursing problems. The aim of the course is to develop the ability to obtain, analyze, interpret and report pertinent data.

F., 9:00-11:00 (*1st sem.*)

Sr. Madeleine Clémence, S.P.

NU. 202—CURRICULUM DEVELOPMENT IN NURSING EDUCATION (3)

Problems of educational objectives, selection of learning experiences, concepts of curriculum organization, sequence and evaluation in curriculum planning will be considered.

W., 4:00-5:45 (*2nd sem.*)

Prof. Kelleher

NU. 203—RESEARCH SEMINAR (3)

The research seminar has a two-fold purpose: (1) to acquaint the student with significant research studies and techniques in the field of nursing, and (2) to provide advice, criticism and guidance in the selection, formulation and implementation of the research study investigation. The course Nu 201—Research Methods in Nursing—must be taken prior to the seminar.

F., 3:00-5:00 (*2nd sem.*)

Prof. Hanron

Sr. Madeleine Clémence, S.P.

NU. 204—EVALUATION TECHNIQUES IN NURSING (3)

An introduction to the general principles basic to sound evaluation both in the classroom and in the clinical area, with practical application to test construction and interpretation.

F., 3:00-5:00 (*1st sem.*)

Sr. Madeleine Clémence, S.P.

NU. 210—ADVANCED THEORY AND PRACTICE IN MEDICAL-SURGICAL NURSING I (5)

Advanced theory and practice in the comprehensive nursing care of a patient with a medical and/or surgical problem.

Th., 4:00-5:45 (*1st sem.*) 3 cr.

Prof. Andrews

Clinical practice (*by arrangement*) 2 cr.

Prof. Hungler

NU. 211—ADVANCED THEORY AND PRACTICE IN MEDICAL-SURGICAL NURSING II (5)

A continuation of NU. 210 which is a prerequisite for this course.

Th., 4:00-5:45 (2nd sem.) 3 cr.

Clinical practice (*by arrangement*) 2 cr.

Prof. Andrews

Prof. Hungler

NU. 212—ADVANCED THEORY AND PRACTICE IN THE CARE OF CARDIAC PATIENTS (3)

Advanced theory and practice in the comprehensive nursing care of patients with cardiovascular and renal problems.

By arrangement (2nd sem.)

Prof. Andrews

Prof. Hungler

NU. 215—SEMINAR AND FIELD EXPERIENCE IN TEACHING IN SCHOOLS OF NURSING (4)

(*Medical-Surgical Nursing*)

Field experience in teaching in selected Schools of Nursing and/or community agencies. This experience includes observation, practice teaching in the clinical area of specialization, and participation in overall faculty activities. Students return to the College weekly for seminar.

NU. 210 and NU. 211 are prerequisites for this course.

By arrangement (1st sem.)

Prof. Andrews

Prof. Hungler

NU. 220—MATERNAL AND CHILD HEALTH (3)

A multidisciplinary approach to the presentation and discussion of health problems and programs developed on the international, national, state and local levels to serve mothers and children. Attention will be given to the reciprocal relation of the nurse with other members of the health team and her responsibility in maternal and child health programs.

By arrangement (1st sem.)

Prof. Andrews

NU. 221—ADVANCED THEORY AND PRACTICE IN MATERNAL AND CHILD NURSING I (5)

A study of nursing problems and practices related to the care of mothers and children, and rationale for nursing action. A concurrent learning experience affords an opportunity for a continuous relationship with a selected family wherein the student explores nurse-parent-child relationship and gives family nursing care. A unit on growth and development is included.

T., 4:00-5:45 (1st sem.) 3 cr.

Field experience (*by arrangement*) 2 cr.

Prof. Andrews

Prof. Fogg

NU. 222—ADVANCED THEORY AND PRACTICE IN MATERNAL AND CHILD NURSING II (5)

A continuation of NU. 221 which is prerequisite for this course.

T., 4:00-5:45 (2nd sem.) 3 cr.

Field experience (*by arrangement*) 2 cr. Prof. Andrews
Prof. Fogg

NU. 223—PRACTICUM IN MATERNITY NURSING (3)

Supervised practice in a maternity hospital. The focus will be on the development of a high level of competency in the clinical specialty.

By arrangement (2nd sem.) Prof. Fogg

NU. 224—PRACTICUM IN NURSING OF CHILDREN (3)

Supervised practice in a children's hospital. The focus will be on the development of a high level of competency in the clinical specialty.

By arrangement (2nd sem.) Prof. Andrews

NU. 225—SEMINAR AND FIELD EXPERIENCE IN TEACHING IN SCHOOLS OF NURSING (4)

(*Maternity Nursing or Nursing of Children*)

Guided teaching experience in selected schools of nursing and/or community agencies. Students elect maternity nursing or nursing of children. A weekly seminar is held.

NU. 220, NU. 221 and NU. 222 are prerequisites for this course.

By arrangement (1st sem.) Prof. Andrews
Prof. Fogg

NU. 230—ADVANCED THEORY AND PRACTICE IN REHABILITATION NURSING I (5)

An examination of the prevalent philosophies and purposes of modern rehabilitation programs as they relate to the role of the nurse in administering comprehensive care to patients with many different kinds and types of psychological as well as physical handicaps. Emphasis is placed on modern nursing concepts and skills which are necessary to assist in the development of a long-term plan of care for these patients.

T., 4:00-5:45 (1st sem.) 3 cr.

Clinical practice (*by arrangement*) 2 cr. Prof. Andrews
Prof. Brickett

NU. 231—ADVANCED THEORY AND PRACTICE IN REHABILITATION NURSING II (5)

A continuation of NU. 230 which is prerequisite for this course.

T., 4:00-5:45 (2nd sem.) 2 cr.

Clinical Practice (*by arrangement*) 2 cr. Prof. Andrews
Prof. Brickett

NU. 235—SEMINAR AND FIELD EXPERIENCE IN TEACHING IN SCHOOLS OF NURSING (4)

(Rehabilitation Nursing)

Field experience in teaching in selected schools of Nursing and/or community agencies. This experience includes observation, practice teaching in the clinical area of specialization, and participation in over-all faculty activities. Students return to the College weekly for seminar.

NU. 230 and NU. 231 are prerequisites for this course.

By arrangement (1st sem.)

Prof. Andrews

Prof. Brickett

NU. 240—PSYCHIATRIC MENTAL HEALTH CONCEPTS IN NURSING AND COMMUNITY HEALTH PROGRAMS (3)

Psychological, social and cultural components as they influence family and community mental health, with emphasis on the role of the nurse.

M., 4:00-5:45 (1st sem.)

Prof. Walsh

Prof. Goodman

NU. 241—ADVANCED THEORY AND PRACTICE IN PSYCHIATRIC NURSING I (5)

Observation, participation, interpretation, and evaluation in Psychiatric Nursing.

Th., 4:00-5:45 (1st sem.) 3 cr.

Clinical practice (by arrangement) 2 cr.

Prof. Walsh

Prof. Johnson

NU. 242—ADVANCED THEORY AND PRACTICE IN PSYCHIATRIC NURSING II (5)

This is a continuation of NU. 241 which is a prerequisite for this course.

Th., 4:00-5:45 (2nd sem.) 3 cr.

Clinical Practice (by arrangement) 2 cr.

Prof. Walsh

Prof. Johnson

NU. 244—NURSING IN CHILD PSYCHIATRY (3)

Considers the role of the nurse in caring for children who are emotionally disturbed.

M., 4:00-5:45 (2nd sem.)

Prof. Dumont

NU. 245—SEMINAR AND FIELD EXPERIENCE IN TEACHING IN SCHOOLS OF NURSING (4)

Field experience in teaching in selected schools of nursing and/or community agencies. This experience includes observation, practice teaching in the clinical area of Psychiatric-Mental Health Nursing, and participation in over-all faculty activities. A weekly seminar is held.

By arrangement (1st or 2nd sem.)

Prof. Walsh

Prof. Johnson

NU. 250—THESIS DIRECTION (2 points)

A two-point non-credit course.

By arrangement

THE DEPARTMENT

PHILOSOPHY (PL)

Professors: DONALD A. GALLAGHER, REV. TIMOTHY J. O'MAHONY, S.J.

Associate Professors: THOMAS J. BLAKELEY, WILLIAM E. CARLO, NORMAN J. WELLS

Assistant Professors: REV. FREDERICK J. ADELMANN, S.J. (*Chairman*), REV. JOSEPH A. DEVENNY, S.J., REV. RICHARD T. MURPHY, S.J., JOSEPH L. NAVICKAS, REV. JOHN P. ROCK, S.J.

Lecturer: LOUIS O. KATTSOFF

COURSES OF INSTRUCTION

Ordinarily speaking, the applicant should present credits in undergraduate philosophy courses in metaphysics, philosophical psychology, and ethics. Three upper division course credits may be used for the Master's degree; these courses are to be selected from the various electives offered to undergraduates and published in the annual bulletin of the College of Arts and Sciences. Upper division courses are listed numerically between 100 and 200 in that publication. Included therein are the following: History of Ancient, Medieval and Modern Philosophy; courses in Descartes, Kant and Hegel; Philosophy of Science and Existentialism.

PL. 201—INTRODUCTION TO THE STUDY OF ST. THOMAS (3)

A study in source materials, bibliographical method and techniques for the graduate student in philosophy.

M., 4:30-6:15 (*1st sem.*)

Prof. Wells

PL. 202—HISTORY OF MEDIEVAL METAPHYSICS (3)

PL. 203—PALEOGRAPHY (3)

PL. 211—SAINT AUGUSTINE AND THE AUGUSTINIAN TRADITION (3)

The influence of Hellenistic thought upon the formation of the Augustinian religious and philosophical synthesis. Readings from selected works and texts, e.g. from the *Dialogues*, the *Confessions*, the *City of God*, and *On Christian Instruction*. Emphasis on the themes of wisdom and humanism in Augustine's thought. Survey of Augustine's influence on medieval and later thought.

W., 4:30-6:15 (*1st sem.*)

Prof. Gallagher

PL. 219—ARABIAN PHILOSOPHY (3)

A philosophical and historical study of Arabian thought with special emphasis on Avicenna and Averroes.

F., 4:30-6:15 (*1st sem.*)

Prof. Devenny, S.J.

PL. 241—INTRODUCTION TO SOVIETOLOGY (3)

Sovietology is the study of the Soviet world from all major points of view. This course provides the student with a methodological and bibliographical introduction to this study. Included are the history and structure of the Communist Party; general introduction to the study of the history of the Soviet Union; governmental institutions in the Soviet Union; the Soviet military establishment; labor problems in the Soviet Union; Marxist theory and Soviet philosophy; the theory and practices of Communist infiltration and subversion in the free world.

F., 4:30-6:15 (1st sem.)

Prof. Blakeley

PL. 242—CONTEMPORARY SOVIET PHILOSOPHY (3)

After a survey of the Marxist and Leninist origins, this course presents a detailed analysis of the basic theories which make up dialectical and historical materialism. Special attention is given to these problems which are currently under discussion in the philosophical publications coming out of the Soviet Union and to those which give Marxist-Leninist Philosophy its distinctive flavor.

F., 4:30-6:15 (2nd sem.)

Prof. Blakeley

PL. 243—SPECIAL PROBLEMS OF CONTEMPORARY SOVIET PHILOSOPHY (3)

Discussion on the basis of the Soviet texts themselves—of the major problems, disputes and crises which have marked the evolution of Marxism-Leninism since 1947. These include: the 1947 discussion of G. F. Aleksandrov's *History of Western European Philosophy*; the 1950 "Re-Pavlovisation" in Soviet psychology; the 1950-51 discussion on "dialectical logic"; the effects of Stalin's *Letter on Linguistics*; and the recent flow of publications in which contemporary Soviet philosophers are trying to develop their "dialectical logic". Renewed Soviet discussions on "scientific atheism" will also be reviewed.

To be offered in Fall, 1965

Prof. Blakeley

PL. 244—HISTORICAL MATERIALISM TODAY (3)

This course will focus attention on the evolution which Marx' historicism has undergone at the hands of his Marxist-Leninist heirs, including the definition of classes and class conflict, the new conception of revolution, a modified doctrine on the role of war in history, a shift in views on the nature of man and his place in society and political life, a radical change in the orientation of "scientific atheism", and a redefining both of the proletariat and of its role in the salvation of mankind.

To be offered in Spring, 1966

Prof. Blakeley

PL. 245—CONTEMPORARY MARXISM (3)

The philosophical problems of metaphysics of knowledge, of existence, of matter and the nature of man in the light of contemporary Marxism.

Th., 4:30-6:15 (2nd sem.)

Prof. Adelman, S.J.

PL. 250—PHILOSOPHY OF SCIENCE (3)

The nature and divisions of human knowledge, the classification of the sciences, the relations of natural science, philosophy and theology, the organization of the quasi-scientific knowledges, and the structure of the poetic and artistic experience.

S., 9:30-11:15 (1st sem.)

Prof. Carlo

PL. 251—THE METAPHYSICS OF THE DOCTRINE OF CREATION (3)

The relation of the doctrine of creation to the Greek problem of the origin of plurality; its role in the development of metaphysics. The effects of different metaphysics on the doctrine of creation in St. Albert, St. Bonaventure, St. Thomas, and Giles of Rome.

S., 9:30-11:15 (2nd sem.)

Prof. Carlo

PL. 260—SUAREZIAN PHILOSOPHY AND ITS INFLUENCES (3)

A detailed analysis of sections of the *Disputationes Metaphysicae* in the light of its contemporary historical background and consideration of its influence on later Cartesian thought.

M., 4:30-6:15 (2nd sem.)

Prof. Wells

PL. 262—BRENTANO'S PHILOSOPHY (3)

A critical and detailed study of Brentano's *Psychology from an Empirical Viewpoint* and its later influence on phenomenology.

W., 4:30-6:15 (1st sem.)

Prof. Adelman, S.J.

PL. 274—HEGEL (3)

An attempt to trace the development of the Hegelian dialectic in the *Phenomenology of Spirit*; a working out of the historical and individual movement from consciousness through self-consciousness to reason.

Th., 4:30-6:15 (1st sem.)

Prof. Navickas

PL. 283—SYMBOLIC LOGIC (3)

An introduction to the theory of logical inference and the algebra of logic, followed by treatment of the sentential and quantificational calculi. The theory of relations and intuitive set theory are developed in some detail. The nature of proofs is studied and applied to a consideration of the structure of deductive theories.

T., Th., 1:30-2:45 (1st sem.)

Prof. Kattsoff

PL. 286—FOUNDATIONS OF MATHEMATICS (3)

The nature of mathematics, intuitionism, formalism and logistics; the reduction of the number concept to logical concepts; and the role of the law of excluded middle in mathematical reasoning will be considered.

T., Th., 1:30-2:45 (2nd sem.)

Prof. Kattsoff

PL. 290—EXISTENTIALISM (3)

Various contemporary theories of existentialism will be considered historically and critically.

Th., 4:30-6:15 (1st sem.)

Prof. Rock, S.J.

PL. 296—PHENOMENOLOGY (3)

An analysis of the approach and methodological principles of phenomenology; an examination of its import in the theories of Husserl, Heidegger, Sartre, and Merleau-Ponty.

T., 4:30-6:15 (2nd sem.)

Prof. Murphy, S.J.

PL. 297—AMERICAN PHILOSOPHY (3)

A survey of the principal schools of thought prior to the Civil War precedes the study of the "Golden Age" of Peirce, James and Royce, Santayana and Dewey. Emphasis on the interplay of religious, socio-cultural and philosophical ideas in American intellectual history. Selected readings.

W., 4:30-6:15 (2nd sem.)

Prof. Gallagher

PL. 299—READINGS AND RESEARCH (3)

By arrangement

THE DEPARTMENT

PL. 301—THESIS SEMINAR (3, 3)

The writing of the Master's thesis under the direction of the faculty member approved by the chairman.

By arrangement

THE DEPARTMENT

PL. 305—THESIS DIRECTION (2 points)

A two-point non-credit course.

By arrangement

THE DEPARTMENT

PHYSICS (PH)

Professor: FREDERICK E. WHITE

Associate Professors: ROBERT L. BECKER, REV. STANLEY J. BEZUSZKA, S.J., ROBERT L. CAROVILLANO,* REV. JAMES J. DEVLIN, S.J., FRANCIS MCCAFFREY

Assistant Professors: JOSEPH H. CHEN, REV. WILLIAM G. GUINDON, S.J., (*Chairman*), EDWARD V. JEZAK, REV. FRANCIS A. LIUIMA, S.J.

Instructors: DARRYL LEITER, ROBERT H. TABONY

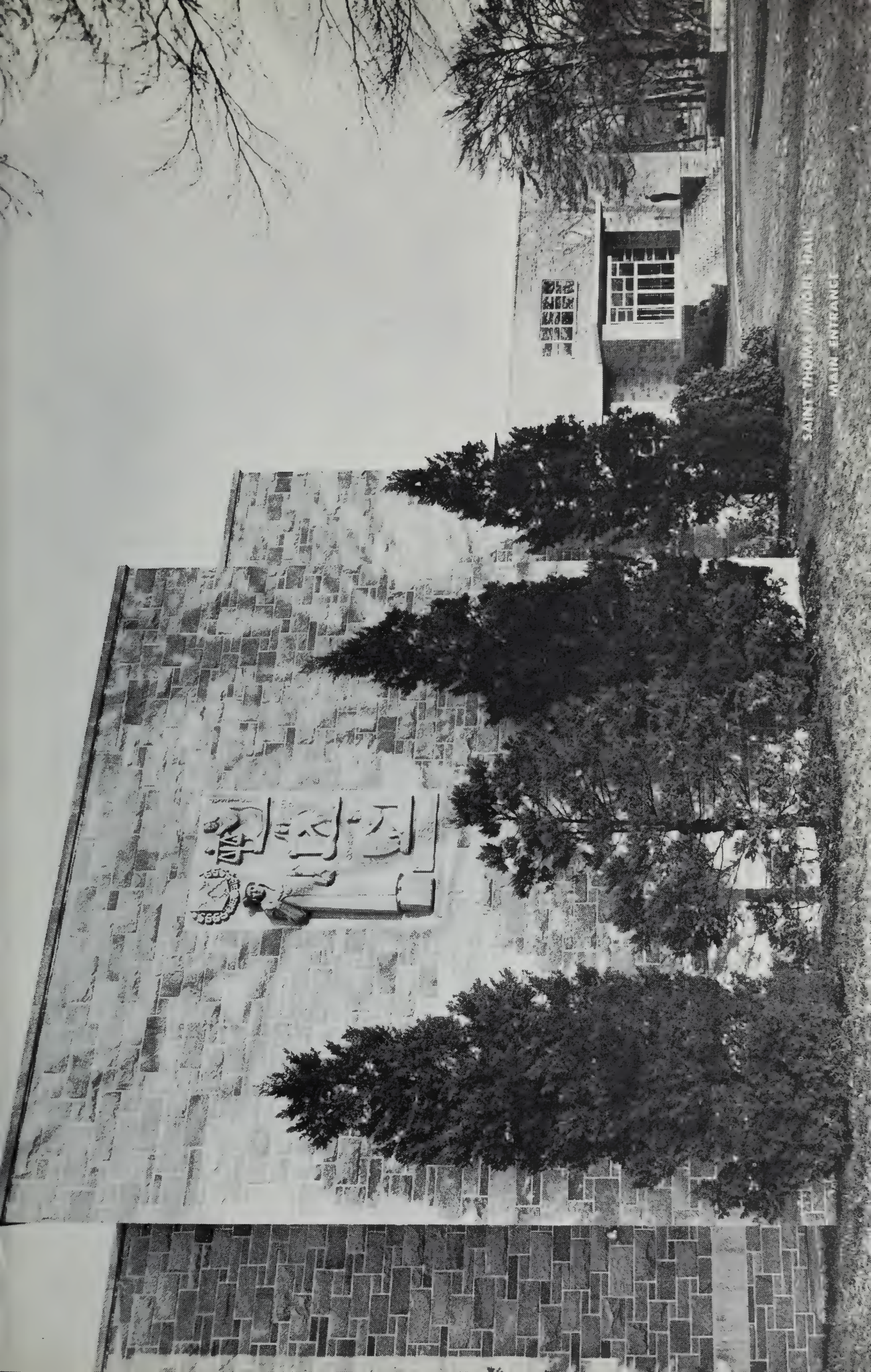
**On leave of absence 1964-1965.*

The Department offers comprehensive programs of study and research leading to the Master of Science and Doctor of Philosophy degrees. Courses of instruction emphasize the basic principles of physics and prepare the student to choose a major field of concentration according to his interests and abilities. Students intending to undertake experimental research are expected to develop, primarily on their own initiative, the special technical skills required of an experimentalist. Students intending to undertake theoretical research need not develop laboratory skills, but are expected to demonstrate by outstanding achievements in course work their special aptitude for analysis.

The doctoral program ordinarily requires two years of fundamental course-work, including Ph. 201, Ph. 211, Ph. 263, Ph. 264, Ph. 281, Ph. 282, Ph. 283, Ph. 306, and Ph. 310. Other courses, especially Ph. 299, and individual readings from the current journals are instrumental in preparing the student for the general doctoral comprehensive examination which encompasses the required courses and the student's chosen field of specialization. Formal thesis research may be begun upon admission to candidacy for the doctor's degree, after passing the general comprehensive examination.

The master's program is a two-year one culminating in a research thesis and a general comprehensive examination. Candidates are required to take Ph. 201, Ph. 211, Ph. 263, Ph. 281, Ph. 306, and Ph. 310.

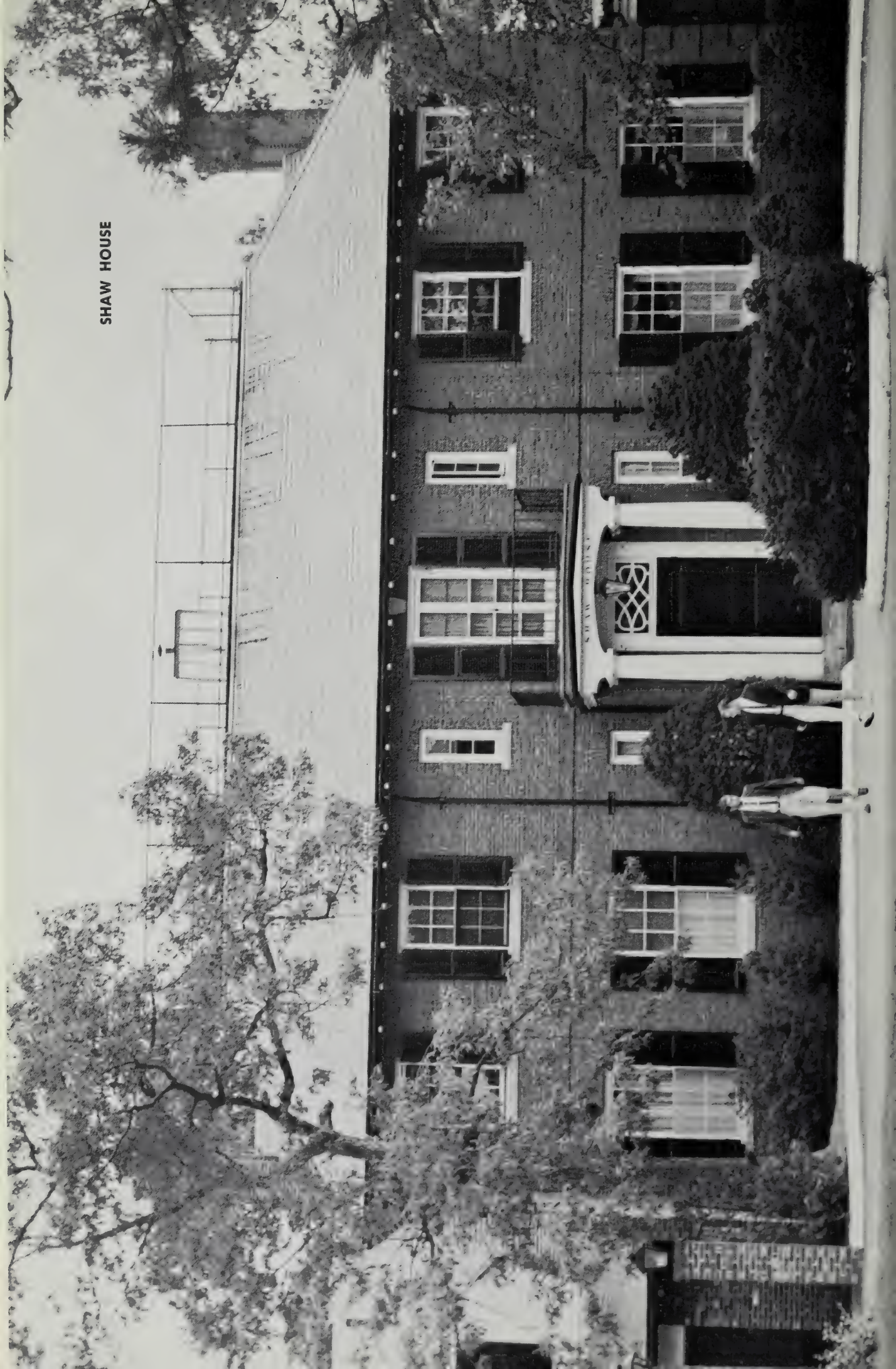
Fields for doctoral thesis research include experimental work in low energy nuclear physics and in solid state physics. Opportunities for theoretical research exist in a variety of areas including space physics, electromagnetic theory, nuclear forces, nuclear structure, and atomic and nuclear radiation phenomena. Master's research fields may also include work in microwave spectroscopy, spectrochemical analysis, and ultrasonics. Research programs are supported by such agencies as the Atomic Energy Commission, Air Force Cambridge Research Laboratories, and the National Science Foundation. Research assistantships are available, during the summer as well as during the academic year, for qualified students in theoretical and experimental research. Boston College is a participating institution for Cooperative National Science Foundation Fellow-



SAINT THOMAS MORE HALL

MAIN ENTRANCE

SHAW HOUSE



ships; the Department also offers other fellowship, scholarship and teaching assistantship aid to qualified applicants.

The principal experimental research facility of the Department is the Accelerator Laboratory, which currently employs a 400-kilovolt Van de Graaff accelerator and a 400-channel pulse-height analyzer in studies of the angular distribution of elastically scattered neutrons and of the spectroscopy of gamma radiation emitted by nuclei excited by neutron capture or inelastic collision.

A diagnostic examination is administered to all entering students to assist in preparing course schedules and detecting deficiencies that should be remedied.

COURSES OF INSTRUCTION

Upper-Division Courses:

PH. 112—MECHANICS II (4)

Summary of mechanics of particles, systems and rigid bodies. Moving coordinate systems; Lagrange's and Hamilton's equations. Rotation of rigid bodies; small vibrations; continuous media. Three lectures and one laboratory period per week.

Second Semester

Prof. Jezak

PH. 114—MECHANICS II (3)

(Same as Ph. 112, but without laboratory)

Second Semester

Prof. Jezak

PH. 143—SPECTROSCOPY I (4)

Line spectra, atomic structure, instruments, techniques. Three lectures and one laboratory period per week.

First Semester

Prof. Devlin, S.J.

PH. 144—SPECTROSCOPY II (4)

Molecular spectra and structure; methods of applied spectroscopy. Three lectures and one laboratory period per week.

Second Semester

Prof. Devlin, S.J.

PH. 145—SPECTROSCOPY I (3)

(Same as Ph 143, but without laboratory)

First Semester

Prof. Devlin, S.J.

PH. 146—SPECTROSCOPY II (3)

(Same as Ph 144, but without laboratory)

Second Semester

Prof. Devlin, S.J.

PH. 148—X-RAY DIFFRACTION (3)

X-Ray tubes, goniometers, cameras; lattice systems; Bragg's law, Laue diffraction, reciprocal lattice; diffraction techniques for determination of lattice constants. Three lectures per week.

Second Semester

Prof. Devlin, S.J.

PH. 151—ELECTRICITY AND MAGNETISM II (3)

A thorough discussion of electric and magnetic fields in empty space and in material media, culminating in Maxwell's equations and propagation of electromagnetic radiation. Three lectures per week.

First Semester

Prof. McCaffrey

PH. 162—ELECTRONICS I (4)

Vacuum tubes and semiconductors as circuit elements; analysis of selected circuits useful for the researcher. Two lectures and two laboratory periods per week.

First Semester

To be announced

PH. 164—ELECTRONICS II (3)

Motion of electrons in electric and magnetic fields; relativistic effects; electron optics. Thermionic field and secondary emission. Photoelectric emission and devices. Gaseous electronics. Special topics. Three lectures per week.

Second Semester

Prof. Downing

PH. 165—MICROWAVE ELECTRONICS (4)

Generation, transmission, and detection of microwaves; representative techniques of microwave measurements. Two lectures and two laboratory periods per week.

Second Semester

Prof. Liuima, S.J.

PH. 171—MODERN PHYSICS I (4)

Rutherford picture of the atom; classical theory of the electron; special theory of relativity. Early ideas on quantization; Bohr-Sommerfeld theory. Introduction to Schrödinger wave mechanics. Three lectures and one laboratory period per week.

First Semester

Prof. Chen

PH. 172—MODERN PHYSICS II (4)

Radiative transitions with applications to optical and x-ray spectra; theory of angular momentum; selection rules. Quantum statistics; band theory of solids. Three lectures per week.

Second Semester

Prof. Chen

PH. 173—MODERN PHYSICS I (3)

(Same as Ph 171, but without laboratory)

First Semester

Prof. Chen

PH. 191—NUCLEAR PHYSICS (4)

Descriptive theory of nuclei; nuclear disintegrations and their interaction with matter; nuclear reactions and scattering. Three lectures and one laboratory period per week.

Second Semester

Prof. Tabony

PH. 193—NUCLEAR PHYSICS (3)

(Same as Ph. 191, but without laboratory)

Second Semester

Prof. Tabony

PH. 195—THEORETICAL PHYSICS I (3)

Selected topics in particle mechanics and electrodynamics. Three lectures per week.

First Semester

To be announced

PH. 196—THEORETICAL PHYSICS II (3)

Selected topics in relativity, mechanics of continuous media, and quantum mechanics. Three lectures per week.

Second Semester

To be announced

Graduate Courses:

PH. 201—CLASSICAL MECHANICS (3)

Lagrange's and Hamilton's equations; principle of least action; invariance principles; rigid body motion; canonical transformations; Hamilton-Jacobi theory; special theory of relativity; small oscillations; continuous media. Three lectures per week.

First Semester

Prof. Jezak

PH. 211—MATHEMATICAL PHYSICS (3)

Treatment of a selection of the following topics, with a view to their application to physical problems: matrices and linear transformations, partial differential equations, eigenvalue and boundary-value theory, Green's function, variation and perturbation methods, etc. Three lectures per week.

First Semester

Prof. Leiter

PH. 231—THERMODYNAMICS (3)

Advanced discussion of the principles of thermodynamics; statistical foundation of thermodynamic laws including Nernst's heat theorem. Three lectures per week.

First Semester

Prof. Downing

PH. 263—ELECTROMAGNETIC THEORY I (3)

Physical basis for Maxwell's equations; electro-and magnetostatics; multipole moments; energy and momentum conservation for the electromagnetic field; wave phenomena, point charge motion in external fields. Three lectures per week.

Second Semester

Prof. McCaffrey

PH. 264—ELECTROMAGNETIC THEORY II (3)

Radiation theory; retarded potentials; scattering; multipole classification of fields and sources; moving media; Liénard-Wiechert potentials; covariant electrodynamics. Three lectures per week.

First Semester

Prof. Becker

PH. 269—SPACE PHYSICS (3)

Principles of hydromagnetics and plasma physics, waves in ionized media, a selection of current research topics in space physics. Three lectures per week.

To be offered, 1965-66

PH. 273—SOLID STATE PHYSICS I (3)

A study of crystal structures, lattice vibrations and thermal properties of solids, lattice energy of ionic crystals, dielectric and optical properties of insulators, ferroelectrics, diamagnetism and ferromagnetism, free electron theory of metals. Three lectures per week.

Second Semester

Prof. Chen

PH. 274—SOLID STATE PHYSICS II (3)

Band theory of solids, with application to metals, insulators and semiconductors. Electronic properties of alkali halides, color centers, excitons, photoconductivity and luminescence. Three lectures per week.

First Semester

Prof. McCaffrey

PH. 281—QUANTUM MECHANICS I (3)

Fundamental concepts; bound states and scattering theory; the Coulomb field; perturbation theory; angular momentum and spin; symmetry and the Pauli principle. Three lectures per week.

Second Semester

Prof. Jezak

PH. 282—QUANTUM MECHANICS II (3)

Interaction of radiation with matter; selection rules; second quantization; Dirac theory of the electron; scattering theory. Three lectures per week.

First Semester

Prof. Leiter

PH. 283—STATISTICAL MECHANICS (3)

Fundamental principles of classical and quantum statistics; kinetic theory; ensemble theory; statistical basis of thermodynamics; selected applications. Three lectures per week.

Second Semester

Prof. Leiter

PH. 292—NUCLEAR THEORY (3)

Phenomenological and theoretical survey of the two nucleon problems, properties of stable nuclei, nuclear models, multipole moments and transitions, elastic and inelastic nuclear scattering. Three lectures per week.

Second Semester

Prof. Guindon, S.J.

PH. 294—HIGH ENERGY PHYSICS (3)

Properties and systematics of elementary particles. Angular momentum, partial wave analysis, symmetry, i-spin, polarization, strangeness, TCP invariance and other related topics. Three lectures per week.

First Semester

Prof. Guindon, S.J.

PH. 299—READING AND RESEARCH (3)

By arrangement (both sems.)

THE DEPARTMENT

PH. 301—THESIS SEMINAR (3)

A research problem of an original and investigative nature.

By arrangement

THE DEPARTMENT

PH. 305—THESIS DIRECTION (2 points)

A two-point non-credit course.

By arrangement (both sems.)

THE DEPARTMENT

PH. 306—GRADUATE SEMINAR (1)

Discussion of special problems and current literature; credit may be obtained only by regular participation in the discussions.

Both Semesters

THE DEPARTMENT

PH. 310—PHYSICS COLLOQUIUM

A weekly discussion of current topics in physics. No academic credit; no fee.

Both Semesters

THE DEPARTMENT

POLITICAL SCIENCE (Po)

Professor: PETER S. H. TANG

Associate Professors: PAUL T. HEFFRON (*Chairman*)*, MARVIN RINTALA

Assistant Professors: GARY P. BRAZIER, EDGAR LITT

Instructor: PIERRE M. FONTAINE

Visiting Professor: PETER H. ODEGARD

**On leave of absence* 1964-1965

Candidates for the M.A. are required to take Po. 200. For purposes of the comprehension examination they are advised also to elect courses in the four fields of political science: Political Theory, American Government, Comparative Government, and International Politics. Attention is called to closely related courses in the Departments of History, Economics, and Sociology. A limited number of such courses may be taken with the approval of the Department Chairman.

Candidates for the M.A. in American Studies with a concentration in Political Science will be expected to take six hours of graduate study in American history, sociology, literature, or related fields, and at least nine hours of graduate study in American Government. The master's thesis will be written in the field of American Government, and will be read by members of both the major and minor departments.

COURSES OF INSTRUCTION

Po. 113-114—AMERICAN CONSTITUTIONAL DEVELOPMENT (3, 3)

A study of the evolution of the American Constitution through Supreme Court decisions. Emphasis is given to such topics as judicial review, federalism, the national commerce power, due process of law, and civil liberties.

(*Not offered* 1964-1965)

Po. 141—GOVERNMENT AND POLITICS OF LATIN AMERICA I

Introduction to the political culture of the area: survey of the human spectrum, the legacy of the colonial period and of the independence movement, the constitutional traditions, the experience with "caudillismo", radicalism, liberalism, militarism, and totalitarianism. Study of the governmental and political processes.

T., Th., 12:00-1:15 (*1st sem.*)

Prof. Fontaine

Po. 142—GOVERNMENT AND POLITICS OF LATIN AMERICA II

Analysis of the major political problems of Latin America today, with emphasis on the role of the military, the problem of participation, the political implications of economic development and social change, the impact of nationalism and communism, and the relations with the United States and other great powers.

T., Th., 12:00-1:15 (*2nd sem.*)

Prof. Fontaine

Po. 153—SOVIET POLITICAL INSTITUTIONS (3)

A systematic investigation into the ideological framework, historical development, organizational structure and operational code of Soviet policy.

T., Th., 3:00-4:15 (*1st sem.*)

Prof. Tang

Po. 200—BIBLIOGRAPHY AND METHODS (3)

A study and application of the scientific methodology required for gathering, assessing, synthesizing and documenting materials in political science.

M., 4:30-6:15 (*1st sem.*)

THE DEPARTMENT

Po. 201—THE AMERICAN PRESIDENCY (3)

An historical and analytic development of the office and powers of the Chief Executive.

(*Not offered 1964-1965*)

Po. 202—THE UNITED STATES CONGRESS (3)

A detailed analysis of the national legislature from the standpoint of organization, function, personnel, legislative philosophy, and relations with the executive branch.

T., 4:30-6:15 (*2nd sem.*)

Prof. Brazier

Po. 205—PROBLEMS IN POLITICAL BEHAVIOR

An analysis of selected aspects of voting behavior, political leadership and participation, social and psychological features of politics and their relevance to democratic theories.

Th., 4:30-6:15 (*1st sem.*)

Prof. Litt

Po. 206—POLITICS AND POLICIES IN METROPOLITAN AREAS

An investigation of the metropolis as a political system with specific structures, beliefs, and power configurations that affect public policies in such areas as education, taxation, and metropolitan government.

Th., 4:30-6:15 (*2nd sem.*)

Prof. Litt

Po. 221—COMPARATIVE EUROPEAN POLITICS (3)

Leadership in various European political systems will be examined.

T., 4:30-6:15 (*1st sem.*)

Prof. Rintala

Po. 222—COMPARATIVE EUROPEAN POLITICS (3)

Different types of party systems will be studied.

W., 4:30-6:15 (*2nd sem.*)

Prof. Rintala

Po. 253—GOVERNMENT AND POLITICS OF CHINA (3)

A detailed study of the evolution of political ideas and institutions of contemporary China. Special references are made to Communist revolutionary strategies and tactics as well as ideology and leadership.

F., 4:30-6:15 (*1st sem.*)

Prof. Tang

Po. 254—SINO-SOVIET RELATIONS (3)

An intensive study of the political, economic, social and cultural relations between these great powers.

M., 4:30-6:15 (2nd sem.)

Prof. Tang

Po. 301—THESIS SEMINAR (3, 3)

Direction of research problems.

By arrangement

THE DEPARTMENT

Po. 303—READING AND RESEARCH (3)

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

By arrangement

THE DEPARTMENT

Po. 305—THESIS DIRECTION (2 points)

A two-point non-credit course.

By arrangement

THE DEPARTMENT

Po. 307—SEMINAR IN AMERICAN POLITICS (3)

Research and reports with special attention to Public Policy and the Policy Process as carried on by Congress, the President, the Courts, and at the state and local levels.

W., 4:30-6:15 (1st sem.)

Prof. Odegard

PSYCHOLOGY (Ps)

Professors: REV. JAMES F. MOYNIHAN, S.J. (*Chairman*),
JOHN M. VONFELSINGER

Associate Professors: JOSEPH R. CAUTELA, WILLIAM P. PARÉ

Assistant Professors: DANIEL J. BAER, REV. JOHN R. MCCALL, S.J.

Lecturers: WILLIAM C. COTTLE, ALEXANDER A. SCHNEIDERS,

Adjunct Clinical Instructor: SISTER GENEVIEVE KURETH

The Department offers a master's degree in two areas of concentration: General-Experimental and Clinical Psychology. A minimum of thirty-six (36) credit hours is required for the master's degree in General-Experimental Psychology. Three of these credits are awarded for a master's thesis. A minimum of forty-two (42) credits is required for the master's degree in Clinical Psychology, with three of these credits awarded for the thesis. Accordingly, this latter concentration, which includes a year of practicum experience, will normally require two years of course work.

Advanced Experimental Psychology I, Social Psychology, Statistics, and Experimental Design are required core courses for both areas of concentration. Other courses in the student's area of concentration are to be selected under the advice of the Department.

The master's program in General-Experimental Psychology is designed to achieve the following objectives: (1) to create a broad, yet intensive background in general and experimental psychology which will allow the student to assume a teaching position with considerable sophistication; (2) to equip the student with the basic principles and technical skills leading to successful performance in an industrial setting; and (3) to prepare students for continuation in their studies to the doctoral level. The master's program in Clinical Psychology is implemented by professional courses and practica designed to develop a comprehensive psychological understanding of the individual in his unique psychological setting as well as in the broader context of the extended community. Through practicum experience particular attention is given to the opportunities and requirements of appropriate work in schools and children's clinics, group home placements and community agencies.

The following admission requirements are specific to the Department of Psychology:

1. A bachelor's degree from an accredited college or university with a minimum B average.
2. Undergraduate course background in general experimental psychology (with laboratory experience), and introductory statistics. Although it is desirable that the student possess an undergraduate background in psychology, capable students without this background may be accepted after evaluation of their academic record and their score on the Miller Analogies Test. In some cases

this may involve making up prerequisite courses while pursuing the regular course sequence, or in the Summer Session preceeding enrollment as a degree candidate.

3. Satisfactory performance on the Miller Analogies, or Graduate Record Examination.
4. Evidence of the personality and character qualifications expected in professional psychologists. This will be determined by two letters of recommendation and personal interview with the Departmental staff.

COURSES OF INSTRUCTION

Ps. 201—ADVANCED EXPERIMENTAL PSYCHOLOGY I (3)

A study of the scientific method with special emphasis on the design and execution of experiments through an understanding of the methods of control and manipulation of variables. Individual experimental projects.

T., 4:30-6:15 (*1st sem.*)

Prof. Cautela

Ps. 202—ADVANCED EXPERIMENTAL PSYCHOLOGY II (3)

Discussion of selected aspects of learning, memory, perception and emotions with emphasis on instrumentation, laboratory technique, and application of electronic methods.

T., 4:30-6:15 (*2nd sem.*)

Prof. Paré

Ps. 203—SYSTEMATIC PSYCHOLOGY (3)

Historical development of modern psychology. Analysis of major psychological systems and a survey of trends in contemporary psychology. The scientific basis of psychology and persistent philosophical problems.

(*Not offered 1964-1965*)

Ps. 204—THEORIES OF LEARNING (3)

An analysis of contemporary learning theories as they are related to basic problems in learning.

(*Not offered 1964-1965*)

Ps. 205—DIFFERENTIAL PSYCHOLOGY (3)

Problems, methods, and results of Differential Psychology. Factors influencing and techniques for studying individual differences.

(*Summer session 1964*)

Ps. 206—PSYCHOLOGY OF PERCEPTION (3)

An experimental course dealing with the facts and principles of complex perceptual phenomena with special reference to theories of perception.

M., 4:30-6:15 (*1st sem.*)

Prof. Baer

Ps. 207—PSYCHODIAGNOSIS I: COGNITIVE APPRAISAL (3)

Administration and interpretation of test batteries designed to evaluate cognitive function—including intelligence, perceptual and visual motor development, memory, and organic deficit—and their derivation from theories of cognitive structure and function.

M., 4:30-6:15 (2nd sem.)

Prof. vonFelsinger

Ps. 208—PSYCHODIAGNOSIS II: PERSONALITY APPRAISAL (3)

Intensive study of the application of psychodynamic theories of personality development in the clinical appraisal of the individual case. Emphasis on the collection of data at various levels of inference ranging from psychometric interview, and projective sources.

W., 4:30-6:15 (1st sem.)

Prof. vonFelsinger

Th., 4:30-6:15 (2nd sem.)

Prof. vonFelsinger

Ps. 211—PSYCHOLOGICAL STATISTICS (3)

Description and inferential methods in psychological research. Emphasis placed on probability distribution, sampling theory, tests of hypothesis, curve fitting, regression, and special correlation methods. Chi-square properties and tests.

W., 4:30-6:15 (1st sem.)

Prof. Baer

Ps. 212—EXPERIMENTAL DESIGN (3)

Parametric and nonparametric statistical models in psychological research. Ranking and randomization tests. Factorial, hierarchical, latin-square, split plot, and trend analysis designs. Analysis of covariance. Multivariate tests.

M., 4:30-6:15 (2nd sem.)

Prof. Baer

Ps. 215—THEORIES OF PSYCHOTHERAPY (3)

Major theories and practices of psychotherapy together with their application to clinical counseling.

(Not offered 1964-1965)

Ps. 217—SOCIAL PSYCHOLOGY (3)

Thinking, learning, motivations, and perception in social interaction. Methodological problems in social psychological research. Current findings in attitude change, psycholinguistics, small group behavior and leadership training.

(Not offered 1964-1965)

Ps. 218—PSYCHOPATHOLOGY (3)

Major problems in psychopathology. Current systematic approaches to diagnosis and treatment. Special stress on the dynamic aspect of functional personality disorders.

F., 4:30-6:15 (2nd sem.)

To be announced

Ps. 219—PSYCHODYNAMIC THEORIES OF PERSONALITY (3)

A basic and intensive course on the contribution of theoretical, clinical, and experimental work to the understanding of character and personality, with emphasis on the psychodynamic frame of reference.

M., 4:30-6:15 (*1st sem.*)

Prof. vonFelsinger

Ps. 220—PSYCHOLOGICAL TESTS AND MEASUREMENTS (3)

Theory, methods, and techniques of psychological test construction and administration.

(*Not offered 1964-1965*)

Ps. 225—CLINICAL CHILD PSYCHOLOGY (3)

Clinical diagnostic and therapeutic methods in relation to specific behavior and personality problems in children.

(*Not offered 1964-1965*)

Ps. 226—DYNAMIC PSYCHOLOGY OF INDIVIDUAL BEHAVIOR (3)

The driving forces of human nature. Emphasis on the clinical and counseling implications of the affective and cognitive dynamics: needs, emotions, attitudes, values, and their relation to personality and character development and integration.

Th., 4:30-6:15 (*1st sem.*)

Prof. Moynihan, S.J.

Ps. 227—SOCIO-CULTURAL DETERMINANTS OF BEHAVIOR (3)

Psychological theories of personality development in terms of culture and societal structures. Analysis of social behavior in terms of constructs of social psychology.

W., 4:30-6:15 (*2nd sem.*)

To be announced

Ps. 231—PHYSIOLOGICAL PSYCHOLOGY (3)

Anatomical and functional study of the nervous and endocrine systems. Physiological bases of sensory discrimination, learning, drive, and motivation, emotional behavior, memory, and psychometrics.

F., 4:30-6:15 (*1st sem.*)

Prof. Paré

Ps. 232—HUMAN FACTORS (3)

A survey course in human factors research. Topics include: display and control design, systems design, the personnel sub-system, simulation techniques, dynamic responses of human operators, automation, detection and decision problems.

F., 4:30-6:15 (*2nd sem.*)

Prof. Baer

Ps. 251-252—PRACTICUM I AND II (3, 3)

Students are assigned to child guidance or adult psychiatric clinics for supervised experience in interviewing, administration, and interpretation of test batteries, communication and inter-professional relations.

(1st and 2nd sems.)

Prof. vonFelsinger

By arrangement

Ps. 260—SEMINAR IN CLINICAL PROBLEMS (3)

A consideration of professional and scientific problems stemming from the nature and direction of the development of clinical psychology, including ethics, interprofessional relations as well as the validity of clinical inference. Students must be taking Practicum II concurrently.

(Not offered 1964-1965)

Ps. 261—SEMINAR IN CLINICAL INTERVENTION (3)

The examination of theories of neurosis and behavior disturbances yielding implications for clinical intervention at various levels ranging from preventive action at the institutional and primary group level to techniques of personality reconstruction. Implications for the differential therapeutic role of various professional groups.

(Not offered 1964-1965)

Ps. 299—READINGS AND RESEARCH (3)

By arrangement

THE DEPARTMENT

Ps. 301—THESIS SEMINAR (3)

By arrangement

THE DEPARTMENT

Ps. 305—THESIS DIRECTION (2 points)

A two-point non-credit course.

By arrangement

THE DEPARTMENT

SOCIOLOGY (Sc)

Professor: JOHN D. DONOVAN (*Chairman*)

Assistant Professors: FRANCIS D. POWELL, BUFORD RHEA

Lecturers: V. N. DADRIAN, RICHARD ROBBINS

Candidates for the M.A. in Sociology are required to take Sc. 205, Methods of Social Research and Sc. 212, Sociological Theory as soon as possible in their degree programs. At present, fields of concentration are the following: Intergroup Relations, Social Organizations, Sociology of Religion, and Sociological Theory.

With the approval of the Department Chairman, a limited number of related courses may be taken in the curricula of the departments of History, Political Science, and Psychology.

COURSES OF INSTRUCTION

Sc. 188—SOCIOLOGY OF AMERICAN CATHOLICISM (3)

Analysis of American Catholicism as a sub-cultural system. Survey of major historical, demographic, and institutional features and critical examination of contemporary processes.

Th., 4:30-6:15 (*2nd sem.*)

Prof. Donovan

Sc. 192—POPULATION PROBLEMS (3)

Survey of world population trends, policies and problems. Analysis of factors involved in projections.

W., 4:30-6:15 (*2nd sem.*)

To be announced

Sc. 202—SOCIOLOGY OF RELIGION (3)

(*Not offered 1964-1965*)

Sc. 204—SOCIOLOGY OF THE FAMILY (3)

(*Not offered 1964-1965*)

Sc. 205—METHODS OF SOCIAL RESEARCH (3)

Theory and method in social research. Research designs and techniques. Field exercises in selected research techniques.

Th., 4:30-6:15 (*1st sem.*)

Prof. Donovan

Sc. 208—SOCIOLOGY OF KNOWLEDGE (3)

A study of the social determinants of thought, climates of opinion, ideologies, etc.

M., 4:30-6:15 (*2nd sem.*)

Prof. Rhea

Sc. 210—SOCIOLOGY OF COMPLEX ORGANIZATIONS (3)

A survey of theories concerning complex organizations, an analysis of specific institutions, and a consideration of alternatives to bureaucracy.

M., 4:30-6:15 (*1st sem.*)

Prof. Rhea

SC. 211—(Ps. 211)—STATISTICS (3)

Cf. course description under Ps. 211.

W., 4:30-6:15 (1st sem.)

Prof. Baer

SC. 212—SOCIOLOGICAL THEORY (3)

Critical examination of recent developments in sociological theory; analysis of 19th century trends leading to contemporary emphasis on theory and research; relationship of theory to current research interests.

F., 4:30-6:15 (2nd sem.)

Prof. Dadrian

SC. 213—INTER-GROUP RELATIONS AND TENSIONS (3)

Systematic analysis of processes of cooperation and alienation among ethnic, and religious groups in the community. Special attention to Catholic, Protestant, and Jewish interaction.

T., 4:30-6:15 (2nd sem.)

Prof. Robbins

SC. 214—SOCIAL ANTHROPOLOGY IN TRANSITION

A survey of recent developments with special emphasis on the contributions of cross-cultural approaches to comparative study of societies. Consideration of changes in assumptions, methods and research interest of anthropologists.

T., 4:30-6:15 (1st sem.)

Prof. Robbins

SC. 221—COLLECTIVE BEHAVIOR (3)

An exploration of the problem of group formation and group conflicts in terms of social-psychological dynamics. Special attention to such phenomena as heightened susceptibility, emotional contagion, esprit de corps, ideology, ethnocentrism and militant nationalism.

F., 4:30-6:15 (1st sem.)

Prof. Dadrian

SC. 227 (Ps. 227)—SOCIAL AND CULTURAL DETERMINANTS OF BEHAVIOR

Cf. course description under Ps. 227.

W., 4:30-6:15 (2nd sem.)

To be announced

SC. 244—SOCIOLOGY OF THE PROFESSIONS

(Not offered 1964-1965)

SC. 301—THESIS SEMINAR (3, 3)

Problems of research, supplemented with individual conferences.

By arrangement

THE DEPARTMENT

SC. 303—READING AND RESEARCH (3)

Directed study and research in specialized areas.

By arrangement

THE DEPARTMENT

SC. 305—THESIS DIRECTION (2 points)

A two-point non-credit course.

By arrangement

THE DEPARTMENT

THE SCHOOL OF PHILOSOPHY AT WESTON COLLEGE

The School of Philosophy (for Jesuit seminarians) is located at Weston College, Weston, Massachusetts. The School of Philosophy is affiliated with Boston College and the scholastic programs of the two institutions are carefully integrated. The professors enumerated below are recognized as members of the Graduate School faculty; the courses offered also carry credits leading to the Master of Arts degree in Philosophy.

Professor: REV. WILLIAM F. DRUMMOND, S.J.

Associate Professor: REV. REGINALD F. O'NEILL, S.J. (*Chairman*)

Assistant Professors: REV. JOSEPH H. CASEY, S.J., REV. JOSEPH A. DEVENNY, S.J., REV. WALTER J. FEENEY, S.J.,
REV. DANIEL J. SHINE, S.J.

Instructor: REV. RICHARD D. TETREAU, S.J.

Lecturer: JOHN J. LYNCH

COURSES OF INSTRUCTION

Upper Division Courses:

PL. 134-135-W—PHILOSOPHY AND MODERN SCIENCE (4)

PL. 142-W—ADVANCED PHILOSOPHICAL PSYCHOLOGY (3)

PL. 162-W—GENERAL ETHICS

PL. 171-W—HISTORY OF ANCIENT PHILOSOPHY (2)

PL. 172-W—HISTORY OF MEDIEVAL PHILOSOPHY (2)

PL. 173-W—STUDIES IN EARLY CHRISTIAN PHILOSOPHY (3)

PL. 175-W—HISTORY OF MODERN PHILOSOPHY (3)

PL. 181-182-W—READINGS IN ARABIC PHILOSOPHY

PL. 198-199-W—READINGS IN THE HISTORY OF PHILOSOPHY

Graduate Course:

PL. 204-W—TOPICS IN EPISTEMOLOGY (3)

A study of various theories of knowledge, with special emphasis on the "critical problem," on the role of universal ideas, on demonstration, and on evidence and truth.

Second Semester

Prof. O'Neill, S.J.

PL. 207-W—TEXTS FROM ARISTOTLE (3)

A textual study of Aristotle's *Nicomachean Ethics*.

Second Semester

Prof. Tetreau, S.J.

PL. 211-W—TOPICS IN NATURAL THEOLOGY (3)

Modern position on the question of the existence and our knowledge of God. Taught in Latin.

First Semester

Prof. Casey, S.J.

PL. 221-W—TOPICS IN SPECIAL ETHICS (3)

An application of moral principles to problems of individual, family and social morality. Taught in Latin.

First Semester

Prof. Drummond, S.J.

PL. 223-W—CHRISTIAN SOCIAL ETHICS (3)

A seminar study of the Christian social doctrine of *Rerum Novarum*, *Quadragesimo Anno* and *Mater et Magistra* with applications to contemporary social problems.

First Semester

Prof. Drummond, S.J.

PL. 245-W—ST. THOMAS AND THE ARABIC PHILOSOPHERS (3)

A study of the influence of the principal Arabic philosophers on the thought of St. Thomas.

Second Semester

Prof. Devenny, S.J.

PL. 249-W—TEXTS FROM ST. THOMAS (3)

A textual study of selected works of St. Thomas or the study of special philosophical questions in the historical and doctrinal milieu in which they evolved in the thought of St. Thomas.

By arrangement

PL. 251-W—PROBLEMS IN PSYCHOLOGY (3)

A seminar study of special questions in the psychology of intellection and volition with special emphasis on Neo-Scholastic developments as found in Maréchal, Rahner, Cirne-Lima, and Lonergan.

Second Semester

Prof. Shine, S.J.

PL. 261-2-W—READING IN ARABIC PHILOSOPHY (3, 3)

A seminar reading in the Arabic of texts of al-Kindi, al-Farabi, Ikhwan al-Safa, Avicenna, al-Ghazali, Avempace, Averroes. In connection with this course provision is made for special thesis seminar research.

By arrangement

Prof. Devenny, S.J.

PL. 273-W—HISTORY OF MODERN PHILOSOPHY (3)

A survey of modern philosophy, with special emphasis on the origins of contemporary philosophical thinking, as derived from such thinkers as Descartes, Spinoza, Locke, Hume, Kant, and Hegel.

First Semester

Prof. O'Neill, S.J.

PL. 275-276-W—CONTEMPORARY PHILOSOPHY (3, 3)

During the first semester current ideas of importance in American thought will be studied. During the second semester contemporary problems arising from the Philosophies of Existentialism and Marxism will be considered.

First Semester

Second Semester

*Dr. J. J. Lynch
To be announced*

- PL. 283-W—STUDIES IN NEO-POSITIVISM AND LOGICAL EMPIRICISM (3)
 An introduction to Neo-Positivism and Logical Empiricism. Special attention is given to Wittgenstein and contemporary positions.
Second Semester *Prof. Casey, S.J.*
- PL. 292-W—PHILOSOPHY AND MATHEMATICS (3)
 A study of the relationship between philosophical and mathematical processes of reasoning.
First Semester *Prof. Feeney, S.J.*
- PL. 293-W—PHILOSOPHY OF PHYSICAL SCIENCE (3)
 A study of the nature of science, its contribution to our knowledge of the external world; with special emphasis on the philosophical questions and issues arising from physical science.
First Semester
- PL. 299-W—READING AND RESEARCH
 A textual study of primary and authoritative secondary material for a deeper investigation of special questions in Philosophy. The number of credits will depend upon reports and examinations.
By arrangement *THE DEPARTMENT*
- PL. 301-W—THESIS SEMINAR (3, 3)
 Problems of research supplemented by individual conferences.
THE DEPARTMENT
- PL. 310-W—PHILOSOPHY SEMINAR (3)
 Research and reports on contemporary problems in philosophy.
THE DEPARTMENT
- PL. 318-W—SEMINAR IN NATURAL THEOLOGY (3)
 A search for practical arguments for God's existence, with special emphasis on contemporary thinkers.
Second Semester *Fr. Casey, S.J.*
- PL. 322-W—SEMINAR IN EGOCENTRIC METAPHYSICS (3)
 Analysis and evaluation of recent writings on the philosophy of subjectivity, particularly in scholastic philosophy.
First Semester *Prof. Shine, S.J.*
- PL. 323-W—SEMINAR IN EXISTENTIAL PSYCHOLOGY (3)
 A study of recent writings which manifest in psychology and psychotherapy the influence of existential philosophies. Students will present and evaluate positions of Binswanger, Buytendijk, Frankl, Straus, Sonneman, May, Maslow, Van de Berg, and other representatives of the movement.
Second Semester *Prof. Shine, S.J.*
- PL. 325-W—SEMINAR IN THE PHILOSOPHY OF COMMUNISM (3)
 A study of the background and development of the doctrine of Dialectical Materialism, through the works of Marx, Engels, Lenin, Stalin, and Khrushchev.
Second Semester *Prof. Drummond, S.J.*

PL. 326-W—SEMINAR IN EXISTENTIALISM (3)

An analysis and evaluation of the thought of Kierkegaard, Sartre, Marcel, and Berdyaev.

Second Semester

Prof. O'Neill, S.J.

PL. 328-W—SEMINAR IN MEDIEVAL PHILOSOPHY (3)

The medieval Christian side — exclusive of St. Thomas — of the dialogue on intellect.

First Semester

Prof. Devenny, S.J.

PL. 342-W—SEMINAR IN SYMBOLIC LOGIC (3)

Analysis and evaluation of special problems and recent developments in symbolic logic.

PL. 326-W—SEMINAR IN THE HISTORY OF PHILOSOPHY

Analytical and textual study of one or more major authors in the history of philosophy.

By arrangement

THE SCHOOL OF
THEOLOGY
AT WESTON COLLEGE



WESTON, MASSACHUSETTS

OFFICERS OF ADMINISTRATION

VERY REV. PAUL T. LUCEY, S.J., Ph.D., *Rector*

REV. JOHN J. WALSH, S.J., S.T.D., *Dean*

REV. WILLIAM J. CONNOLLY, S.J., A.M., S.T.L., *Librarian*

MR. FRANCIS M. LANDWERMEYER, S.J., A.M., *Registrar*

ACADEMIC COUNCIL
SCHOOL OF THEOLOGY

VERY REV. PAUL T. LUCEY, S.J., *Chairman*

REV. JOHN J. WALSH, S.J.

REV. LEO J. MCGOVERN, S.J.

REV. EDWARD R. CALLAHAN, S.J.

REV. ROBERT L. RICHARD, S.J.

HISTORY AND ORGANIZATION

The School of Theology is located at Weston College on the former Walker estate in the town of Weston, Massachusetts, which is also the site of the School of Philosophy and Weston Observatory. Opened on January 2, 1922, the college was called "Fairview" during the first few years of its existence. It was incorporated as Weston College by an act of the Massachusetts legislature on April 5, 1929. On October 18, 1932 a papal charter from Pope Pius XI canonically established Ecclesiastical Faculties of Philosophy and Theology—thus empowering the college to grant higher ecclesiastical degrees in Philosophy and Theology. Weston College has its own Rector and a dean for each of the two schools. In addition to the deans, a prefect of studies functions as chief academic official of both schools—coordinating common academic activities and directing, in cooperation with the deans, the distinct programs of each. Because of the calibre of the course and the peculiar maturity of the student body in the School of Theology, a high professor-student ratio is maintained (at present one professor with terminal degree for each 7-8 students). Teaching assignments for the staff are purposely kept low, in order to provide them with sufficient time for close personal direction of students and ample opportunity for their own research and publication.

ADMISSION

A basic condition of admission to the School of Theology is membership in the Society of Jesus and maintenance of that membership. A bachelor's degree with a philosophy major, plus one additional year of philosophical studies, is required of those admitted to courses leading to the degree of Bachelor of Sacred Theology (S.T.B.). A Master's degree in Philosophy or its equivalent (v.g., a Licentiate in Philosophy) is required for admission to the course leading to the Licentiate in Sacred Theology (S.T.L.). No candidate may be admitted to the course leading to the Doctorate in Sacred Theology (S.T.D.) who has not already acquired the Licentiate. A facile reading and speaking knowledge of Latin is essential for any of the three programs, since without this it would be impossible to follow the lectures or undertake the oral examinations wherein this medium is employed. An elementary reading knowledge of ancient Greek is also required, and a reading knowledge of at least French and German is strongly recommended.

OBJECTIVES

The objectives of the baccalaureate and licentiate programs are not wholly distinct, both aiming at this threefold end:

To impart a solid body of knowledge in the theological sciences, with major emphasis on the fields of Fundamental and Dogmatic Theology, and a disciplined formation in these sciences, thus perfecting the student's liberal education.

to enable the student to integrate this theological background into his future activity as a Jesuit priest, so that he may not only function with competence and skill in strictly pastoral ministry but may also deal professionally with all classes of men in the light of his theology;

to introduce the student to the source material and practice in scholarly investigation in the sacred sciences and to train him in the methods of theological research.

While this triple aim is common to the two curricula, the nature of each program requires a distinct emphasis. The baccalaureate program stresses the use of theology in pastoral ministry and its practical applications in other fields, while the licentiate program places greater emphasis on theological formation and research methods.

PROGRAM

Towards the accomplishment of the above objectives, as they are to be differently achieved through the two curricula, the pattern of each curriculum follows a hierarchical order according to the greater importance and excellence of the various subjects.

The division of subjects in the licentiate curriculum, as outlined in the *Statuta Facultatum Theologiae et Philosophiae* (1934) of the Society of Jesus and developed more fully in the *Ratio Studiorum Superiorum* (1954) is as follows:

I. PRINCIPAL COURSES (essentially required for the accomplishment of the aims): Fundamental and Dogmatic Theology; Moral and Pastoral Theology; Sacred Scripture; Canon Law; Ecclesiastical History (with an introduction to Patrology and Sacred Archaeology).

II. AUXILIARY COURSES (necessary for the fuller understanding of the principal courses): Biblical Hebrew; Biblical Greek; Oriental Theology; Liturgy and its History; Ascetical Theology.

III. SPECIAL COURSES (non-credit courses required for the acquisition of certain pastoral skills): Ecclesiastical Rites, Sacred Eloquence, Moral Conferences.

IV. ELECTIVE COURSES (leading to a more thorough understanding of matter in principal or auxiliary courses). Two such electives are required: with the approval of the Dean, these are selected from the courses currently offered according to the particular needs or interests of each student.

Students in the licentiate curriculum must also participate in at least one research seminar to demonstrate their aptitude for scholarly investigation in the field of theology or other sacred science.

Students in the baccalaureate curriculum are not required to follow courses in Biblical Hebrew, Biblical Greek, Oriental Theology, or the elective courses, though they may audit such courses with the approval of the Dean. In keeping with the aims of this curriculum, there is added instruction in catechetical and pastoral methods, and in place of the research seminar there are academic demonstrations or exercises through which the student must manifest his fitness to apply theology to the needs of the ministry.

DEGREES AND EXAMINATIONS

Weston College grants the professional degrees of Bachelor of Sacred Theology (S.T.B.), Licentiate in Sacred Theology (S.T.L.), and Doctor of Sacred Theology (S.T.D.). The nomenclature of these degrees is that of canonically erected Faculties of Theology in the Roman Catholic Church. For the S.T.B. or S.T.L. a sufficiently high level of scholarship must be manifested in the oral and written examinations each year in the four-year program outlined above to merit the qualification "*probatus*." Failure to achieve this qualification in any examination in Fundamental or Dogmatic Theology immediately disqualifies a candidate from the licentiate program. In addition to the examinations for each course, licentiate candidates must successfully pass a three-hour written examination and an eighty minute oral, conducted in Latin, covering the entire field of Fundamental and Dogmatic Theology. A similar but less comprehensive oral examination of forty-five minutes is demanded of students contending for the Baccalaureate degree. Only students who have already completed the Licentiate may be admitted as candidates for the Doctorate in Sacred Theology (S.T.D.). The S.T.D. cannot be granted

before completion of the fifth year and normally will require six years or more. The Doctorate requires a further program of courses and research under the direction of a special committee of professors, as well as a doctorate dissertation. Candidates must, in addition to oral and written examinations in special elective subjects, successfully defend their approved written dissertation in a one-hour oral examination before a board of at least five professors; in another one-hour oral examination before a similar board, they must prove their fitness for professional teaching and scholarly research by expounding a carefully selected and difficult theological problem. The Doctorate will not be awarded before publication of the dissertation.

LIBRARY

A library of 90,000 volumes provides for the courses, research, and general cultural needs of the School of Theology and the School of Philosophy. Particular emphasis has been placed on the development of an extensive collection of periodicals. In the fields of Catholic theology and Biblical scholarship, classical and scholastic philosophy, and Arabic studies, the strength of the library's holdings offers considerable advantages to the other schools in the Boston College complex and to scholars from other institutions in the area.

DESCRIPTION OF COURSES

I. PRINCIPAL COURSES*

A) FUNDAMENTAL AND DOGMATIC THEOLOGY**
BACCALAUREATE PROGRAM

- TH. 111W—REVELATION (4 Sem. Hrs.)
A more concentrated and selective treatment of the contents of course. TH. 211W.
First Year (baccalaureate program)
- TH. 112W—TRADITION AND SACRED SCRIPTURE (4 Sem. Hrs.)
A more concentrated and selective treatment of the contents of course. TH. 212W.
First Year (baccalaureate program)
- TH. 113-114W—ECCLESIOLOGY (8 Sem. Hrs.)
A more concentrated and selective treatment of the contents of course. TH. 213-214W.
First Year (baccalaureate program)
- TH. 115W—ACT OF FAITH (1 Sem. Hr.)
A more concentrated and selective treatment of the contents of course. TH. 215W.
Second or Third Year (baccalaureate program)
- TH. 121W—UNITY OF GOD (4 Sem. Hrs.)
A more concentrated and selective treatment of the contents of course. TH. 221W.
Second or Third Year (baccalaureate program)
- TH. 122W—TRINITY OF GOD (4 Sem. Hrs.)
A more concentrated and selective treatment of the contents of course. TH. 222W.
Second or Third Year (baccalaureate program)

* For principal courses, with the exception of ECCLESIASTICAL HISTORY, the Latin language is used as a medium of communication in lectures and oral examinations. The textbooks employed are written in Latin.

** Courses in Fundamental and Dogmatic Theology treat both positive and speculative theology, having historical, dogmatic, and speculative aspects. Thus the doctrines of the Church and current theological positions are not only justified by the teaching authority of the Church, but they are traced in their origins in public revelation, in the founts of Scripture and Tradition, their manifestations in patristic writings, and their historical development in theological controversy and speculation to the present day.

- TH. 123-124W—GOD THE CREATOR AND REDEEMER (8 Sem. Hrs.)
 A more concentrated and selective treatment of the contents of course. TH. 223-224W.
Second or Third Year (baccalaureate program)
- TH. 125-126W—THE INCARNATION AND MARIOLOGY (7 Sem. Hrs.)
 A more concentrated and selective treatment of the contents of course. TH. 225-226W.
Second or Third Year (baccalaureate program)
- TH. 127-128W—THE GRACE OF CHRIST (8 Sem. Hrs.)
 A more concentrated and selective treatment of the contents of course. TH. 227-228W.
Second or Third Year (baccalaureate program)
- TH. 129W—THE SACRAMENTS I (6 Sem. Hrs.)
 A more concentrated and selective treatment of the contents of course. TH. 229W.
Fourth Year (baccalaureate program)
- TH. 130W—THE SACRAMENTS II (6 Sem. Hrs.)
 A more concentrated and selective treatment of the contents of course. TH. 230W.
Fourth Year (baccalaureate program)

LICENTIATE PROGRAM

- TH. 211W—REVELATION (4 Sem. Hrs.)
 Revelation, its possibility and suitability; miracles and prophecies as criteria of revelation, how they can be known, and how they can prove the divine origin of revelation; the canons and limitations of the historical method; Jesus as Divine Legate and Messiah, His preaching and miracles; the resurrection as confirming His testimony; the preambles of divine faith; the termination of public revelation and dogmatic progress.
First Year (licentiate program)
- TH. 212W—TRADITION AND SACRED SCRIPTURE (4 Sem. Hrs.)
 The founts of public revelation; their interrelationships; the characteristics of tradition; genuinity, historicity, substantial integrity of the Gospels; nature of inspiration; canon of Sacred Scripture and the function of the Magisterium as authentic interpreter; the various senses of Scripture.
First Year (licentiate program)
- TH. 213-214W—ECCLESIOLOGY (8 Sem. Hrs.)
 The origins of the Church; the function of the Apostles and the unique position of Peter; the power to teach, rule, sanctify; apologetic and dogmatic evidence for the identification of the Roman Catholic Church with the Church established by Christ; primacy and infallible teaching power of the Roman Pontiff; social nature of the Church; the Mystical Body of Christ; the Communion of Saints.
First Year (licentiate program)

- TH. 215W—ACT OF FAITH (1 Sem. Hr.)
The act of supernatural faith, its meaning, motive, characteristics; analysis of its nature as an intellectual act; its necessity for salvation.
Second or Third Year (licentiate program)
- TH. 221W—UNITY OF GOD (4 Sem. Hrs.)
The Unity of the divine nature; man's ability to know God by rational argumentation; knowledge of God supernaturally; God's knowledge of Himself and created things; divine providence; predestination, and reprobation; the universal salvific will.
Second or Third Year (licentiate program)
- TH. 222W—TRINITY OF GOD (4 Sem. Hrs.)
The mystery of the Holy Trinity; theological exposition of the divine processions, relations, persons, and missions; the absolute necessity of revelation for knowledge of the Trinity and the limitations of human knowledge after revelation.
Second or Third Year (licentiate program)
- TH. 223-224W—GOD THE CREATOR AND REDEEMER (8 Sem. Hrs.)
The origin and nature of the universe, of man, and of the angels; nature and purpose of creation; original justice and the supernatural order; the fall of man and its effects; original sin, its transmission to posterity, its nature and effects; preservation of the Virgin Mary from original sin and the Immaculate Conception; death; judgment, particular and general; purgatory; hell; the ultimate purpose of man's existence; heaven and the Beatific Vision; the resurrection of the body.
Second or Third Year (licentiate program)
- TH. 225-226W—THE INCARNATION AND MARIOLOGY (7 Sem. Hrs.)
The Incarnation, its reality, need, and nature; the Divinity and Humanity of Christ; the Hypostatic Union and its implications; the unique characteristics of the Incarnate Word; cult due the Humanity of Christ; satisfaction, merit, redemption; Mary as virginal Mother of God, her Assumption, her function in the divine plan of salvation.
Second or Third Year (licentiate program)
- TH. 227-228W—THE GRACE OF CHRIST (8 Sem. Hrs.)
Justification, its nature and effects; the necessity of grace; habitual grace, created and uncreated; adoptive sonship of God; inhabitation of the Holy Spirit; actual grace, relation to human will, distribution; sufficient and efficacious grace; supernatural merit; the infused virtues, with emphasis on the theological virtues of faith, hope and charity.
Second or Third Year (licentiate program)
- TH. 229W—THE SACRAMENTS I (6 Sem. Hrs.)
The sacramentality of the Church and the relationship of the seven sacraments to the Church; nature, purpose, and effect of the sacraments; Baptism, its specific nature, effect, and necessity; Confirmation; the Sacrament of the Eucharist; the sacrifice of the Mass.
Fourth Year (licentiate program)

TH. 230W—THE SACRAMENTS II (6 Sem. Hrs.)

The virtue of penance and its relationship to the remission of sins; the Sacrament of Penance and the practice of auricular confession, its essential and integral elements, juridical nature, and necessity; Extreme Unction, its nature, purpose, and effects; Holy Orders; Christian Matrimony, its sacramental nature and effects, with emphasis on its relation to the doctrine of the Mystical Body.

Fourth Year (licentiate program)

B) SACRED SCRIPTURE

TH. 237W—INTRODUCTION TO THE NEW TESTAMENT I (1 Sem. Hr.)

The Bible today; handmaids of Bible study; survey of the Old Testament; the milieu of the New Testament; Pauline Corpus; formation of the Synoptic Gospels and the Acts of the Apostles; Johannine writings.

First or Second Year (licentiate and baccalaureate programs)

TH. 239W—INTRODUCTION TO THE NEW TESTAMENT II (1 Sem. Hr.)

Romans; Ephesians; the Catholic Epistles; Mark; Luke's Gospel and Acts; Matthew; Pauline Pastoral Epistles and Hebrews; Gospel of John; the Apocalypse.

First or Second Year (licentiate and baccalaureate programs)

TH. 241W—NEW TESTAMENT I (3 Sem. Hrs.)

The synoptic Gospels, their origin, distinction, character, interrelation including the Synoptic Question, from-criticism; exegesis of selected passages; the Passion in recent studies; Acts as portraying the beginnings of the Church.

Third or Fourth Year (licentiate and baccalaureate programs)

TH. 242W—NEW TESTAMENT II (3 Sem. Hrs.)

The Johannine Corpus; the distinctive character of the Fourth Gospel; exegesis of selected texts, especially the Prologue, ch. 6, and the Last Discourse and Priestly Prayer; the Apocalypse, its literary genre, Symbolism, and its present-day value; Epistles of John.

Third Year (licentiate and baccalaureate programs)

TH. 243W—NEW TESTAMENT III (3 Sem. Hrs.)

Paul, life and relation to Judaizers; Epistles with special emphasis on Thessalonians, Romans, Corinthians, Philippians; development of Paul's thought; Hebrews, its authorship, exposition of the priesthood.

Third or Fourth Year (licentiate and baccalaureate programs)

TH. 245W—OLD TESTAMENT I (3 Sem. Hrs.)

The Historical Books; the origin and nature of the Pentateuch; questions connected with Gn. 1-11; Abraham and the history of salvation; the patriarchal saga; the era of Moses; law and covenant; Exodus and Conquest of the land; the Israelite amphictyony; origin and significance of kingship; the divided monarchy; fall of Jerusalem and period of Exile.

Third or Fourth Year (licentiate and baccalaureate programs)

TH. 246W—OLD TESTAMENT II (3 Sem. Hrs.)

Israel's Wisdom literature; origins in ancient Near East and development in Israel; Proverbs, Ben Sira and Qoheleth. Job and the problem of innocent suffering; selected Psalms with special attention to the Messianic hope; the Book of Wisdom and Hellenistic influence; origins and growth of the apocalyptic movement; specimens of apocalyptic writing; Wisdom and Torah.

Third Year (licentiate and baccalaureate programs)

TH. 247W—OLD TESTAMENT III (3 Sem. Hrs.)

The Prophets; origins of prophecy, function of the prophet; ecstatic prophecy in Israel; the classical prophets, beginning in the eighth century B.C., comparison of Amos and Hosea; Isaiah and the Emmanuel oracles; Jeremiah and the fall of Judah; second foundations of Judaism.

Third or Fourth Year (licentiate and baccalaureate programs)

C) MORAL THEOLOGY AND CANON LAW

TH. 251-252W—MORAL THEOLOGY I (10 Sem. Hrs.)

The fundamental principles of morality; human acts, their freedom, imputability, obstacles; natural and positive law, interpretation, obligation, extent; conscience, its binding force, probabilism and moral systems; sin and vice; the virtues; the commandments of the Decalogue, with the exception of the seventh and tenth; marital morality; the principal precepts of the Church; professional obligations.

First or Second Year (licentiate and baccalaureate programs)

TH. 253-254W—PASTORAL THEOLOGY I (2 Sem. Hrs.—No Credit)

Special pastoral applications of the material treated in the courses

TH. 251-252W.

First or Second Year (baccalaureate program)

TH. 255-256W—MORAL THEOLOGY II (10 Sem. Hrs.)

The seventh and tenth commandments of the Decalogue, justice, rights, injuries, principles of restitution, contracts, their general conditions, various particular contracts, moral aspects of the seven Sacraments, Baptism, Confirmation, Holy Eucharist, Penance, Extreme Unction, Holy Orders and Matrimony.

First or Second Year (licentiate and baccalaureate programs)

TH. 257-258W—PASTORAL THEOLOGY II (2 Sem. Hrs.—No Credit)

Special pastoral applications of the material treated in the courses

TH. 255-256W.

First or Second Year (baccalaureate program)

TH. 265W—CANON LAW I (3 Sem. Hrs.)

General norms of Church Law as contained in the *Codex Juris Canonici*, Book I; the fifth book of the *Codex*, legislation on delinquencies and penalties; simple impediments and irregularities to Holy Orders.

First Year (licentiate and baccalaureate programs)

TH. 267W—CANON LAW II (3 Sem. Hrs.)

The canonical treatise of marriage in all its aspects; ecclesiastical legislation on religious men and women.

Second Year (licentiate and baccalaureate programs)

D) ECCLESIASTICAL HISTORY

TH. 272W—ECCLESIASTICAL HISTORY I (3 Sem. Hrs.)

A survey of the first millenium, 30 A.D. to 1060 A.D. in the light of the growth of the Church and the development of Christian dogma; the early spread of Christianity and the persecutions; the work and writings of the Fathers; survey of Christian Archaeology; the origin and development of monasticism; early Church-State problems; the rise and significance of Islam; the condition of the Church and the Papacy during the Dark Ages.

First or Second Year (licentiate and baccalaureate programs)

TH. 274W—ECCLESIASTICAL HISTORY II (3 Sem. Hrs.)

A similar survey of the second millenium; the medieval Church and gradual centralization; struggles between Papacy and Empire; the medieval Papacy; the Western Schism; the Reformation and Counter-reformation; development of Protestantism, ecclesiastical element in the French Revolution and connected movements; the revival of the Church in the nineteenth century; the Church of the present day.

First or Second Year (licentiate and baccalaureate programs)

TH. 276W—PATROLOGY (1 Sem. Hr.)

A general introduction to Patristics through a literary history of the early Church Fathers with emphasis on development of correct use of patristic argumentation.

First Year (licentiate and baccalaureate programs)

II. AUXILIARY COURSES

TH. 281W—BIBLICAL HEBREW (1 Sem. Hr.)

The peculiar modes of semitic expression and the elements of Hebrew grammar, through selected readings in the Hebrew Old Testament.

First Year (licentiate program)

TH. 283W—BIBLICAL GREEK (1 Sem. Hr.)

The morphological and syntactical differences between biblical and classical Greek, through selected readings in the Greek New Testament.

First Year (licentiate program)

TH. 285W—ORIENTAL THEOLOGY (1 Sem. Hr.)

Survey of the dissident Eastern Churches and of the controverted dogmatic issues between them and the Catholic Church, with a view to a fuller investigation of Sacred Theology and towards a reunion of these Churches with the Apostolic See.

Second, Third or Fourth Year (licentiate program)

TH. 287W—LITURGY (1 Sem. Hr.)

The origin, progress, and significance, especially theological, of the rites and formulas governing public worship of the Church.

Second, Third or Fourth Year (licentiate and baccalaureate programs)

TH. 289W—ASCETICAL THEOLOGY (1 Sem. Hr.)

Systematic exposition of the nature of spiritual perfection, the means to acquire it, and obstacles which stand in its way; various schools of spirituality, with emphasis on the general principles of Ignatian spirituality; mystical prayer.

Second, Third or Fourth Year (licentiate and baccalaureate programs)

TH. 290W—CATECHETICS (1 Sem. Hr.)

Theoretical and practical study of methods of catechetical instruction, with emphasis on the Confraternity of Christian Doctrine and the techniques of religious teaching in the adult discussion club, convert class, and secondary school.

Second, Third or Fourth Year (baccalaureate program)

III. SPECIAL COURSES

TH. 292W—ECCLESIASTICAL RITES (1 Sem. Hr.—No Credit)

Instruction and practice in the rubrical administration of the Sacraments and in the manner of saying Mass and performing other sacred functions.

Third Year (licentiate and baccalaureate programs)

TH. 293-294W—SACRED ELOQUENCE I (2 Sem. Hrs.—No Credit)

The study and practice of principles and techniques for effective preaching.

First Year (licentiate and baccalaureate programs)

TH. 295-296W—SACRED ELOQUENCE II (2 Sem. Hrs.—No Credit)

Continuation of courses TH. 293-294W.

Second Year (licentiate and baccalaureate programs)

TH. 297W—SACRED ELOQUENCE III (1 Sem. Hr.—No Credit)

Continuation of courses TH. 295-296W.

Third Year (licentiate and baccalaureate programs)

IV. SEMINARS

TH. 301-302W—SEMINAR

(3 Sem. Hrs.)

A group research project under the direction of a professor. Normal conduct of the seminar involves the selection of a single theme, the various aspects or divisions of which are distributed among the participants for personal investigation. The findings of each are critically discussed and evaluated by all in the group meetings. To show his competence for scholarly work in the field, each participant must submit a paper detailing the results of his own research in his aspect of the common theme. The current program of seminars includes the following: History of the Dogma of Original Sin; Theological Bibliography; Historical Questions concerning the Council of Trent; Contemporary New Testament Studies; the Spiritual Exercises; Rite of Immolation in Primitive Religions; Rota Decisions in Marriage Nullity Cases; Medico-Moral Problems; Contemporary Protestant Theological Thought.

First Year (licentiate program)

TH. 303-304W—THEOLOGY IN ITS PRACTICAL APPLICATIONS

(4 Sem. Hrs.)

A pro-seminar or academic exercise prescribed for students in the baccalaureate course to test their competence in applying theology to the needs of the ministry. Each student of this course is required to present a paper on a topic drawn from or allied with one of the sacred sciences. The paper is discussed in open forum by the members of the class, under the moderation of the professor.

Third or Fourth Year (baccalaureate program)

V. ELECTIVE COURSES

The program of electives at present includes the following (1 Sem. Hr.) courses:

TH. 313W—THE ECUMENICAL MOVEMENT

TH. 315W—SURVEY OF THE RELIGIONS OF IRAQ

TH. 317W—CONTEMPORARY PROTESTANT THEOLOGIAN

TH. 318W—CONTEMPORARY NON-CATHOLIC THOUGHT

TH. 345W—BIBLICAL THEOLOGY

TH. 347W—THE KORAN

TH. 351W—PASTORAL PSYCHOPATHOLOGY

TH. 353W—PASTORAL TECHNIQUES

TH. 355W—CONTEMPORARY MORAL PROBLEMS

TH. 365W—INTRODUCTION TO MISSIONARY CANON LAW

TH. 367W—CANONICAL PROBLEMS OF JAMAICA

TH. 372W—SPECIAL QUESTIONS IN CHURCH HISTORY

TH. 384W—INTRODUCTION TO THEOLOGY

TH. 389W—MYSTICAL THEOLOGY

- TH. 391-392W—READINGS AND RESEARCH IN ARABIC (2 Sem. Hrs.)
Seminar readings of medieval and modern texts with theological relevance. Texts are selected from Qur'anic *tafsir*, from the *kalam*, from philosophy, and from the Islamic modernists. A good reading knowledge of Arabic is prerequisite.

VI. REQUIRED CONFERENCES

- TH. 357-358W—MORAL CONFERENCES I (No Credit)
Moral and canonical conferences in which a student undertakes to expound and solve a special case of conscience, drawn from the fields of Moral Theology, Canon Law, or Liturgy. Fifteen or more such conferences are held yearly, and students of all four years in both curricula must attend.
(*licentiate and baccalaureate programs*)
- TH. 359-360W—MORAL CONFERENCES II (No Credit)
Continuation of courses TH. 357-358W.
(*licentiate and baccalaureate programs*)
- TH. 361-362W—MORAL CONFERENCES III (No Credit)
Continuation of courses TH. 359-360W.
(*licentiate and baccalaureate programs*)
- TH. 363-364W—MORAL CONFERENCES IV (No Credit)
Continuation of courses TH. 361-362W.
(*licentiate and baccalaureate programs*)

GRADUATE SCHOOL OF
BUSINESS ADMINISTRATION



CHESTNUT HILL, MASSACHUSETTS 02167

MASTER IN BUSINESS ADMINISTRATION PROGRAM

1963-1965

“I say then, if we would improve the intellect, first of all, we must ascend; we cannot gain real knowledge on a level; we must generalize, we must reduce to method, we must have a grasp of principles, and group and shape our acquisitions by means of them.”

JOHN HENRY NEWMAN

“To decry specialization in education is to misinterpret the purpose of education. The true aim of the teacher must be to impart an *appreciation of method and not a knowledge of facts*. This is far more readily achieved by concentrating the student’s attention on a small range of phenomena, than by leading him in rapid and superficial survey over wide fields of knowledge.”

K. PEARSON

GRADUATE SCHOOL OF BUSINESS ADMINISTRATION
BOSTON COLLEGE

CHESTNUT HILL, MASSACHUSETTS

THE UNIVERSITY

Boston College received its University charter on April 1, 1863. The story of the Jesuits in Boston prior to that event is in reality the first chapter in the history of the college.

The foundation of Boston College arose from the foresight, zeal and extraordinary energy of the talented John McElroy, S.J., the Superior of the first Jesuit Community in New England. A group of collegiate buildings was originally erected on Harrison Avenue in Boston. Later, in 1913 the college moved to its present site in Chestnut Hill, Newton, where it now stands in Gothic style, a unique literature of stone expressing the genius of the Christian idea.

SYSTEM OF EDUCATION

The system of education followed in the Graduate School of Business Administration at Boston College is the same as that of all other colleges and universities of the Society of Jesus. It is based upon and guided by the principles set forth in the *Ratio Studiorum*. The Ratio, a body of rules and suggestions framed by the most prominent Jesuit educators, is the product of experience and the best practices employed in the greatest universities of Europe at the most flourishing period of their existence.

The system, psychological in its methods, is predicated upon the nature of man's mental process of development. It is not just a collection of administrative decrees or of practical procedures, but is a manner of study which is flexible enough to be adapted to places, times, and persons. While securing the stability most essential to educational thoroughness and retaining all that is admittedly valuable in the more experienced schools of learning, it accepts and utilizes the best results of modern progress. In fact, many of the recent popular methods of teaching are nothing more than revivals of devices recommended long ago in the *Ratio Studiorum*.

The greater glory of the Ratio, however, lies in its clear formulation of the comprehensive and perennial principles of Christian education—truths which have continually reappeared in the documents of the Teaching Church like the *Code of Canon Law* and the encyclical of Pope Pius XI on the *Christian Education of Youth*.

UNIVERSITY AFFILIATIONS

Boston College is a member of, or approved by, the following institutions: The Association of American Colleges, The Association of University Evening Colleges, The American Council on Education, The Association of American Law Schools, The Section of Legal Education of the American Bar Association, The American Jesuit Educational Association, The National Catholic Educational Association, The American Association of Schools of Social Work, The New England Association of

Colleges and Secondary Schools, The American Association of Collegiate Schools of Business, and the Regents of the University of the State of New York.

THE LIBRARIES

The Bapst Library of Boston College is open to all students of the University. It contains some 300,000 volumes.

The Business Administration Library, located in Fulton Hall, is of special interest to graduate students. Approximately 30,000 volumes are housed in the Library. These include books, pamphlets, and periodicals in the fields of business, applied economics, and related subjects. About 225 periodical titles are received annually. These are shelved in some 6,000 bound volumes and periodical files. Indexes, directories, and general guides to sources, all the major business journals, selected business surveys, trade and economic periodicals, and the standard works of all phases of business activity are available for both reference and circulation.

The library receives regularly and maintains files of financial advisory services, government publications, and selected company publications. The annual reports, prospectuses, and letters to stockholders from some 900 corporations are housed in the Corporation Room where they are available to students for reference work.

A microfilm reader is provided for student use, and a photo-duplicating service is available on a limited basis. In order to facilitate Research, the University has acquired a high-speed data processing system.

OBJECTIVE

The primary objective of the graduate program in business administration at Boston College is to afford mature men and women an understanding of the principles of business management, together with the broad professional education which has become increasingly necessary for executive leadership. Training in specific business techniques is considered to be less important than the inculcation of those principles common to all enterprise; and the student is encouraged in the development of the comprehensive view so that he may equip himself to cope with the problems of diverse types of business.

The entire direction of the program is based upon the belief that ability to administer is less a question of empirical skill, i.e. of "experience" in the sense of use and wont, and more a matter of personal and intellectual equipment. Each course, insofar as possible, is directed towards the fusing of knowledge and understanding with administrative skills related to (1) business functions and their inter-relationships; (2) the structure of business organizations, with particular attention to individual and group behavior therein; (3) techniques of analysis in the solution of business problems; (4) proficiency in oral and written communication; and (5) the economic, political, and ethical problems of modern society. To this end much attention is given to the selection of students; to the development of individual programs of study; to the quality and methods of instruction; and to the size of the classes.

ADMISSION

CRITERIA FOR ADMISSION

It is our earnest hope that the applicant will display a *readiness* to get beyond a 'tool' approach to education; and a *willingness* to develop strictly intellectual abilities i.e. a desire to see things for their intrinsic significance (and thereby, ultimately improve the practical use to which knowledge can be put).

Applications for admission are evaluated according to the following criteria: 1) a baccalaureate degree from a recognized institution; 2) scholastic achievement at the undergraduate level as evidenced by an official transcript from *all* colleges or universities previously attended by the applicant; 3) a letter of recommendation, preferably from a professor under whom the applicant has studied; 4) evidence of such personal characteristics and maturity as may reasonably be considered prerequisites for the development of executive competence and leadership in business; 5) a personal interview, whenever possible, with a representative of the University; and 6) achievement on the Admission Test for Graduate Study in Business. (see below)

ADMISSION PROCEDURE

The application blank and other necessary forms may be obtained by addressing the Associate Dean, Graduate School of Business Administration, Boston College, Chestnut Hill 67, Massachusetts.

Applications may be submitted at any time, and a student may begin his program in the fall, in the spring, or in the summer if the course offerings fit his particular study requirements. Otherwise, programs can be more satisfactorily arranged and planned by entry in the fall semester.

Official transcripts of record for previous academic work should be forwarded with the application. If undergraduate study is completed after the application has been made, a final transcript of credit is required. A fee of ten dollars should also accompany the initial application for admission. Please note that this fee is chargeable to every person who files an application and is *not returnable*.

To allow time for consideration, applications should be received at least one month before the start of the semester of anticipated entry. Applicants are notified as promptly as possible of their acceptance or rejection. Or, in the event of special circumstances, they are informed concerning the date of final action.

After a student has been informed of his acceptance, and not later than the date of registration, he should submit to the Office of the Associate Dean a small photograph of himself (of a size not less than 1½x1½ inches) for the records of the Graduate School.

ADMISSION TEST FOR GRADUATE STUDY IN BUSINESS

Applicants are required to take the Admission Test for Graduate Study in Business. This is an *aptitude* test and *not* a test to determine the applicant's knowledge of the business administration curriculum.

The Admission Test is administered several times each year, usually in November, February, April, and July, at test centers throughout the United States. In the Metropolitan Boston area, three local colleges have customarily provided facilities for the test.

It is the responsibility of the applicant to make arrangements for taking the test. Complete information and application forms may be obtained from the Office of the Graduate School of Business Administration or from the Educational Testing Service, 20 Nassau Street, Princeton, New Jersey. Completed applications, accompanied by the test fee, must be received by the Educational Testing Service at least two weeks before the test date.

Applicants who apply too late to take the test as scheduled may be admitted *conditionally* on the strength of other evidence of scholastic aptitude. They will be required, however, to take the Admission Test the next time it is given.

GENERAL REGULATIONS

CREDITS AND RESIDENCE REQUIREMENTS

Candidates for the degree of Master of Business Administration must complete a minimum of thirty-five hours (inclusive of thesis) of graduate credit. A maximum of six hours of credit for graduate work at other institutions may be allowed at the discretion of the Dean. Students who desire consideration for advanced standing should submit official transcripts of graduate work already completed with a request for evaluation. All courses, except those approved for advanced standing, must be completed while registered as a graduate student at Boston College. Students must register at the beginning of the Fall semester each year, even if they are not attending courses. Failure to register will result in the student being dropped from the program.

ACADEMIC REGULATIONS

A cumulative average of B is required for the M.B.A. degree. The Associate Dean reserves the right to review periodically the work of all students and to cancel the registration of those who do not meet academic standards.

Grades are designated as A, A-, B, B-, C, and F. No grade below B- is acceptable for credit. This standard applies to all courses, including foundation courses.

For accurate computation of scholastic standing, a system of assigning Quality Points per hour of credit has been established as follows:

A: 4; A-: 3; B: 2; B-: 1; C: 0 F: 0

Fulfilling scholastic requirements, therefore, involves both quality and quantity of work. In addition to completing creditably thirty semester hours in course, a student must attain a Quality Point average of 2.0 or higher in the course work.

To compute the cumulative Quality Point Average, total points earned (credits times quality points) will be divided by total credits carried. Total credits will be the sum of credits earned and failed. When a failed course is repeated, only the last grade (with credits and Quality Points) is considered in computing the cumulative average. A course once passed may not be repeated for a higher grade.

Grades in all courses will normally be mailed to students within three weeks after the final examinations.

Two additional grading notations are used: "NX" and "Inc." (Incomplete). The former signifies that the course was completed except for the final examination; the latter, that although the student was in attendance through the end of the semester and took the final examination, he still lacked some report, term paper, etc. which the instructor was willing to accept for a *limited* time after the end of the semester.

In the case of the "NX" grade, the student who has missed the final examination *for cause* and whose grade is B- or better must apply at the office of the Dean as soon as possible, but not later than two weeks after the examination, for permission to take a deferred examination.

Deferred examinations in all courses will be given at the same time on a date which will be promulgated in advance on the Graduate School of Business Administration bulletin board. The date fixed will not be later than four weeks following the end of the semester in which the course was taken. Unless application is made, permission granted, and the deferred examination(s) taken and passed at the time specified, the grade in the course will be recorded as F (Failure) irrespective of the term grade. The fee for a deferred examination is five dollars, to be paid at the time of application.

TIME LIMIT

Except in special cases, students who have not completed all requirements for the M.B.A. degree within six calendar years from the time of their initial registration must pass a comprehensive written or oral examination in order to qualify for the degree.

SPECIAL NOTE

Under no conditions will a graduate candidate for the M.B.A. degree employed in a full-time position be permitted to take more than six credits per semester.

EDUCATIONAL BENEFITS FOR VETERANS

Persons who served in the Armed Forces of the United States during the period June 27, 1950 to January 31, 1955 are, under certain conditions, eligible for benefits under Public Law 550. The veteran pays his own fees and tuition costs, and he purchases books and supplies as needed. Reimbursement is made by the Veterans Administration according to the following schedule:

Full time rate	More than 3 courses
$\frac{3}{4}$ time rate	3 courses
$\frac{1}{2}$ time rate	2 courses
Less than $\frac{1}{2}$ time rate	1 course

Payments are made directly to the veteran by the Veterans Administration. Each veteran must sign a monthly certificate of enrollment which will be available at the beginning of each month in the Office of the Graduate School of Business Administration.

All veterans who wish educational benefits should visit the Veterans Administration Regional Office, One Beacon Street, Boston, Massachusetts to make application for a Certificate of Eligibility and Entitlement.

INFORMATION ON EXPENSES

SCHEDULE OF TUITION AND FEES

Application Fee (new students only—not refundable)	\$10.00
Tuition per credit hour	40.00
Late Registration Fee	5.00
Fee for change in individual course	3.00
Certified Credits (Transcript)	1.00
Deferred Examination	5.00
Oral Examination Fee (Thesis)	10.00
Binding Fee for Master's Thesis (per copy)	4.00
Graduation Fee	20.00

PAYMENTS

All tuition and fees are due and payable in full at time of registration. Requests for deferment should be made to the Treasurer of Boston College, Gasson Hall. Payments may be made at the Treasurer's Office or at the Office of the Graduate School of Business Administration. All checks should be payable to "The Trustees of Boston College."

WITHDRAWAL AND REFUNDS

Fees are not refundable. Tuition is refundable subject to the following conditions:

- a. NOTICE OF WITHDRAWAL MUST BE MADE IN WRITING AND DIRECTED TO: Registrar, Graduate School of Business Administration, Boston College, Chestnut Hill 67, Massachusetts.

- b. The date of receipt of withdrawal notice will determine the amount of the tuition refund.

If formal notice of withdrawal is received within two weeks of first classes a refund of 80% of tuition is made.

If formal notice of withdrawal is received within three weeks of first classes a refund of 60% of tuition is made.

If formal notice of withdrawal is received within four weeks of first classes a refund of 40% is made.

If formal notice of withdrawal is received within five weeks of first classes a refund of 20% is made.

No refunds are allowed after the fifth week of classes.

- c. *SPECIAL NOTE:* Normally, refunds will be credited to the individual account of the student for subsequent use. If the student prefers a cash rebate instead, he should make a request in writing to the Treasurer for the refund.

No student will be allowed to receive a certificate or transfer of credits until his financial accounts with the University are satisfactorily settled.

DEGREE REQUIREMENTS

To qualify for the degree of Master of Business Administration, a student must complete the following:

1. Foundation courses. Students may have completed reasonable equivalents of some of these basic courses in previous studies. (In general, persons with undergraduate degrees in business administration will have met this requirement).
2. A prescribed program of core courses, to constitute thirty hours of credit.
3. Elective and thesis seminars to constitute five hours of credit, and an oral examination.

The length of time needed to complete these requirements will depend upon the student's academic background and upon the number of courses taken each year. Each three credit course meets for thirty periods. The maximum course load for a graduate student employed in a full-time position is six credit hours on a concurrent basis. In these circumstances, a student with an adequate undergraduate background in business administration may reasonably expect to complete the course work in six semesters or three years. Students are encouraged to prepare for the thesis requirement during the summer.

FOUNDATION COURSES

Foundation Courses are the basic courses designed to provide a background from which the individual may proceed to the advanced core courses, and the elective and thesis seminars. These courses may have been part of the student's previous undergraduate training. If so, and if their content is substantially that offered by the graduate program, the applicant may be admitted directly as a formal candidate for the degree. Otherwise, Foundation Courses are to be taken, under graduate direction as an integral part of the student's program of study. When Foundation Courses are prescribed, the number to be completed will depend upon such factors as the applicant's academic background, his academic grades in previous study, his business experience, and his practical needs. The following Foundation Courses are regularly offered:

<i>Subject</i>	<i>Course Number</i>	<i>Course Length</i>
Accounting	GF 130	One Semester
Economics	GF 132	One Semester
Industrial Management	GF 135	One Semester
Marketing	GF 136	One Semester
Statistics	GF 137	One Semester
Business Law	GF 138	One Semester

CORE COURSES

The advanced courses may be divided into four generic classifications:

1. Basic Analysis
2. Operational management
3. Policy formulation
4. Specialized preparation

Administration, as with all scientific procedure, is based upon investigation which then enters into process with forecasting and takes effect in a plan. Thus, the first year of graduate study begins with a course in research procedure and a course which investigates the development of modern business enterprise. These propaedeutic courses provide the basis for subsequent analysis and synthesis and ultimately for the thesis presentation. To place forecasting in terms which correspond with the realities of a business situation, management must be thoroughly cognizant of the basic operations of the business firm. The core operational management courses are the means by which the individual participates in complex learning situations in each of the three functional areas of finance, production and distribution.

The third step in the sequence involves courses pertaining to policy formulation. For example, a study of human factors in administration is required so that the student will become acquainted with the practice of integrating people into a work situation that not only motivates but satisfies. This is followed by the course on the social and ethical problems created by an industrial society, a course which effects an acquaintance with such institutional arrangements as trade practices, anti-trust laws,

and the bases of natural law. An understanding of commutative, distributive, and social justice is deemed essential for responsible and imaginative management.

The foregoing are then integrated by courses related to management decision-making and the overall administrative process.

The elective seminar offerings are sufficiently broad so as to permit some degree of specialization in any of the three functional areas of finance, production and distribution.

THESIS REQUIREMENT

The thesis is to be written during the last two semesters of study. Preliminary work on the *thesis proposal*, however, should commence as soon after completion of the core course requirements as the student decides on an area of interest. Such preparation should precede formal assignment to a faculty advisor. When the *thesis proposal* is acceptable to the advisor and the dean, the student may then proceed with the thesis work. Forms for the *thesis proposal* and such notes as may be helpful to the student will be available at the Graduate School Office.

A degree candidate must register for the Thesis Seminar (GC250) not later than September of the academic year in which he desires to complete his degree requirements. The *thesis proposal* must be completed and approved during the fall semester. The final date for submitting the completed thesis for official reading is given in the Academic Calendar. The final oral examination is a defense of the thesis, for both content and research method. Separate grades are recorded for the written thesis and the oral examination.

COURSE SEQUENCE

Foundation Courses (If Required)

Analytic Courses	{ Principles and Methods of Business Research	3 credits
	{ History of Business Enterprise	3 credits
Operational Courses	{ Production Management	3 credits
	{ Distribution Management	3 credits
	{ Financial Management—Circulating Capital	3 credits
	{ Financial Management—Long-term Planning	3 credits
Synthetic Courses	{ Human Factors in Administration	3 credits
	{ Social and Ethical Problems in Administration	3 credits
	{ Management Decision-Making I (Econometrics)	3 credits
	{ Management Decision-Making II (Laboratory)	3 credits
Specialization	{ Elective Seminar }	-----
	{ Thesis Seminar }	-----
		<hr/> 35 credits

COURSES OF INSTRUCTION

Courses offered for M.B.A. degree candidates are numbered with a GC, GF, or GE letter prefix. Basic foundation courses in the various fields bear a GF 130 series number; advanced courses required as part of the core program bear a GC 200 series number; and elective courses, research projects, and seminars bear a GE letter prefix.

FOUNDATION COURSES

GF 130. BASIC ACCOUNTING—One Semester—3 hours.

The interpretation of accounting data for administrative purposes is emphasized. Knowledge of accounting procedure is developed through the use of practice problems. Textual material is used to integrate accounting information with other available data for administrative decision-making. Considerable time is spent on profit control through cost planning. Prerequisite: None.

GF 132. BUSINESS ECONOMICS—One Semester—3 hours.

This course provides an introduction to the major sectors of economics likely to be most useful to the business executive. Topics include: functions of the economic system; national income; input-output analysis; flow of funds concept; balance of payments accounting; economic fluctuations; and competition and monopoly. Attention is given to the economic aspects of public policy, particularly the relations of government to business. Prerequisite: None.

GF 135. PRINCIPLES OF INDUSTRIAL MANAGEMENT—

One Semester—3 hours.

A basic course in the management of production operations intended to acquaint students of business with the principal administrative problems and techniques used in achieving efficient manufacturing. Topics included are: design of products for manufacture, routing, scheduling, dispatching, simplification of methods, maintenance, quality and cost control, selection of plant and equipment, and plant layout. Prerequisite: None.

GF 136. PRINCIPLES OF MARKETING—One Semester—3 hours.

A general survey course designed to acquaint the student with the field of marketing. Consideration is given to the economic principles underlying marketing activities; historical development of distribution systems, channels, agents, institutions, functions, policies, and principles. Prerequisite: None.

GF 137. MANAGERIAL STATISTICS—One Semester—3 hours.

This is primarily a course in descriptive statistics with the major emphasis on the elementary principles and techniques for analyzing numerical data. Included are such areas as central tendency, dispersion, correlation, graphical presentation, and inference from random samples. Laboratory problems are assigned, and the students are instructed in the use of the slide rule and computational machines. Prerequisite: None.

GF 138. BUSINESS LAW—One Semester—3 hours.

The nature and background of our legal system from the English common law in its growth, and changes resulting through stature and equity influence; comparison of a contract, tort, and crime; the nature, operation, and discharge of the business contract; negotiable instruments; a study of the Sales Contract before and after the movement toward a uniform conception; a study of common law bailment; the comparison of the Conditional Sale and Bailment Lease as legal means in the growth of installment selling throughout the United States. The use of the trust receipt and statutory requirements; an introduction to the law of realty and nature of various deeds, mortgages, and leases. Prerequisite: None.

CORE COURSES

GC 201. PRINCIPLES AND METHODS OF BUSINESS RESEARCH—

3 credits

The course is organized so as to present business research as a methodological operation—one that applies the objectivity and logic of scientific procedure to the solution of business problems. The sequence of problem solving is followed: the formulation and development of the problem; selection and use of appropriate methods for gathering evidence; analysis and interpretation of the data; and the reporting and implementation of the findings. Aspects of analysis and interpretation are treated in the setting of their functional relationships. Statistical inference is studied as an aid in the formulation of the alternative hypotheses and the evaluation of the associated risks of being wrong.

GC 211. HISTORY OF MODERN BUSINESS ENTERPRISE—3 credits

A survey of the history of industrial endeavor and business activity from the rudimentary stages to the present day. The evolution of business management is studied through the case method. The roles played by business in the shaping of our economy, as well as the effects of our social and economic order upon the business firm, are treated in detail. Economic theories prevalent during the various periods of commercial capitalism, industrial capitalism, financial capitalism, and national capitalism are explained and discussed.

GC 240. FINANCIAL MANAGEMENT: CIRCULATING CAPITAL—3 credits

Course emphasis is upon current and intermediate term financing. Guides to action are developed for cash budgeting and projected balance sheets. Estimates of the amounts of investments in receivables, inventory and prepaid items, accounts payable and accruals are prepared from case material simulating actual working situations at various levels for different types of organizations. The nature of the circular flow of current assets, their relationships, and the sources of such assets are examined and critically evaluated in the context of standard practice.

GC 241. FINANCIAL MANAGEMENT: LONG TERM PLANNING—

3 credits

Presents and discusses problems concerned with promotion financing; organization of financial structure; the issuance of securities; mergers; and reorganizations under the Federal Bankruptcy Act. Detailed analysis of long-term finance and security devices. Considerable time is given to such aspects as control of budgets and financial planning related to reserve, surplus, and dividend policies. Pertinent federal government regulations will be discussed. Prerequisite: GC 240.

GC 242. DISTRIBUTION MANAGEMENT—3 credits.

Critical analysis of various marketing activities for the purpose of determining managerial policies. Salient areas include pricing, channels of distribution, integration, advertising, promotion, merchandising, and government regulation. Extensive use will be made of illustrations from current business policy.

GC 244. PRODUCTION MANAGEMENT—3 credits.

A study of the functions and the responsibilities of the manufacturing manager and of his relations with his associates, both line and staff. Emphasis is upon management decisions which affect and determine the manufacturing policies and activities of the organization. Cases describing production problems provide the basis for analysis and recommendations. Such cases will involve industrial appraisals and government regulations regarding depreciation and obsolescence.

GC 245. HUMAN FACTORS IN ADMINISTRATION—3 credits.

The course deals with administrative activity in terms of human relationships. The course is conducted on the situation-development method which simulates practical conditions under which the situations occur when first encountered by management. The human relations aspects of problems in formal and informal organization, communications and participation, introduction of technological changes, use of control systems, development of understanding and cooperation are examined largely through the case method.

GC 246. SOCIAL AND ETHICAL PROBLEMS IN ADMINISTRATION—

3 credits

This course recognizes a fundamental principle of ethics: that all human acts, including economic and social activities, have moral aspects. Modern social problems are complex; and insofar as these problems result from the methods employed in the satisfaction of human needs, they are related to economics. Moreover, because all social progress is conditioned by economic progress, and because economic progress and productivity depend principally upon "humane relations" in industry, the economic problems are fundamentally *social* problems and problems in social relations. Thus the course acquaints the student with commutative, distributive, and social justice; and whenever possible, introduces actual cases taken from the current business scene and examines them in the context of a hierarchy of ends.

GC 247. MANAGEMENT DECISION-MAKING I (Econometrics)—

3 credits

Through the formulation of problems which are conceptually quantitative and capable of numerical solution, this course explicates the principles of management decision-making and forward planning. The uncertainty framework of decision-making, methods of forecasting, and economic measurement are discussed in detail. Profit theories, sales forecasting, production management, cost analysis, pricing policies, capital management, and other of the various adjustments to uncertainty are treated.

GC 248. MANAGEMENT DECISION-MAKING II (Laboratory)—

3 credits

This course develops empirically the principles imparted in GC 247. A major objective is to clarify the relationships among the functional departments (viz. finance, production, and distribution) of a business enterprise. Practical business situations are simulated. Students are given the initial conditions of a business in market competition with others selling the same product. The goals are: to put the company into a secure financial position, to increase the assets, and to operate within a sound long-range plan. Student decisions are then compared in order to effect the interactions of a realistic economic situation. New sets of conditions are thus simulated for subsequent decisions. Prerequisite: GC 247.

THESIS REQUIREMENT

GC 250. THESIS SEMINAR

Every candidate must present a thesis which will give evidence of significant investigation. This course affords the student the opportunity to pursue advanced study in the field of his major interest. It will combine the objectives and procedures of a seminar course with those of the thesis. After approval of the thesis proposal each student is assigned a thesis advisor whose interest and specialty correspond with the student's area of investigation. This course continues with the meetings arranged at the mutual convenience of instructor and candidate. A degree candidate must register for this course not later than September of the academic year in which he desires to complete his degree requirements.

ELECTIVE SEMINARS

FINANCE

GE 263. WORK OF THE CONTROLLER

An advanced study of the controllership function and the proper use and interpretation of accounting reports and statements. Comparisons, ratios and analysis upon which to base managerial decisions. Accounting terminology; accounting concepts; working capital; financial and refinancing; and the use of borrowed money or equity capital. A review of cost accounting and budgeting from the standpoint of administrative control.

GE 264. FINANCIAL AND ADMINISTRATIVE ACCOUNTING

Primarily a course for non-accountants to make a critical analysis of the use of accounting tools in the control and administration of a business enterprise. Topics include: the historical and social aspects of accounting, the conceptual aspects of financial accounting, administrative control through accounting reports, the analysis of current funds, the use of financial budgets, and financial statement analysis. Case and text materials are used. Prerequisite: Basic Accounting GF 130-131.

GE 266. SEMINAR IN FINANCE

Aspects of Accounting and financial history and theory are examined critically to form a basis for discussion of possible solutions to current problems in the acquiring and management of funds for productive enterprise. Extensive reading and an independent research paper are required.

DISTRIBUTION

GE 270. MARKETING INVESTIGATION AND RESEARCH

A consideration of market research as a tool of management; the techniques of market research; application of market research to marketing problems; and the use of market research in specialized functions. Course emphasis is divided between the examination of techniques used in marketing investigations and the appraisal of the results of these investigations.

GE 273. MARKETING SEMINAR

The marketing function and its role in the economy are assessed. The organization of the marketing end of a business, the special problems of industrial marketing and purchasing are investigated. Simulation exercises on problems of marketing strategy are enacted. Specialized problems of sales management, retailing and advertising are investigated and solved where possible.

PRODUCTION

GE 284. SEMINAR IN LABOR MANAGEMENT RELATIONS

The historical background of management-labor relations is developed in this course; the evolution of the status of labor; the economic doctrines of capitalism; economic development of the United States; significant structural changes; and changing concepts of labor. Approaches to personnel management are explored by means of the contributions of industrial engineering, industrial psychology, industrial sociology, and human relations.

The techniques of the collective wage bargain are studied. Wage policies, wage theory, and the "just wage" are developed. The economic consequences of economy-wide wage increases, comparative wages, productivity and wages, the cost-of-living argument, the ability-to-pay argument, and public wage policy are treated in the context of American Capitalism.

GE 286. SEMINAR IN INDUSTRIAL PSYCHOLOGY

A study of personality factors and individual differences in relation to success in business. The psychological principles involved in selling, advertising, personnel problems, mental and physical efficiency, intelligence, suggestion, motivation, and fatigue will be analyzed.

A study of the major problems confronting management vis à vis human resources in the firm. Topics covered include methods of selection, appraisal and their limitations; employee and supervisory training; executive development and compensation; studies of morale and its relation to productivity. Consideration will be given to the role of personnel departments in various types and sizes of organizations. Some emphasis will be placed on the application of the behavioral sciences to personnel problems.

GE 288. INDUSTRIAL EXPERIMENTATION

This course concerns itself with the two basic problems confronting the engineer and factory trouble-shooter, namely the design of experimentation and the interpretation of the results. Consequently, the course deals with tests of significance, analysis of variance, correlation techniques and such associated techniques as are apposite for heightening efficiency and reducing costs in effecting economies of scale in industrial production.

The course will include process trouble-shooting, methods of graphical analysis, and experimental design; analysis of variance for single, double, and multiple factor tests; Latin Square, Graeco-Latin Square and the Youdon Square designs.

GE 289. SEMINAR IN INDUSTRIAL ADMINISTRATION

To formulate manufacturing policies and programs consistent with the company's external and internal environment and to administer them effectively requires an understanding of the competitive, economic and technological forces within the industry as well as the structure and capabilities of manufacturing organization. This course attempts, through a series of industry studies and case problems within these industries, to help the student to acquire a facility in recognizing the important features of productive processes and an adeptness in integrating production programs with research, engineering, financial, and marketing policies.

ECONOMICS

GE 290. MANAGERIAL ECONOMICS

The purpose of this course is to show how economic analysis can be used in formulating business policies. It is an attempt to bridge the gap between the logic of economic theory and the problems of policy for practical management. The course stems from the conviction that the economic theory of the firm should be the core of work in business administration and that the procedures and methods of such specialized areas as finance, production, and distribution should be related to the broad profit-making stimulus of business enterprise. In developing an economic approach to executive decisions, the course draws upon economic analysis for the concepts of demand, cost, profit, competition, etc., that are appropriate to the decision. Modern methods of econometrics and market research are employed to the degree that they are necessary for getting estimates of the relevant concept.

GE 291. BUSINESS ORGANIZATION AND CONTROL

This course examines the non-profit maximization factors that shape business units in the long run. There is a specific consideration of the decision-making processes of the large firm within the framework of: a) measures of market power, b) mergers and patents, c) capital rationing and d) the structure and strategy of prices. The practical point of view is reinforced by the development of these influences in: a) resource conservation, b) patents, c) labor unions and d) United States anti-trust policy.

GE 297. STATISTICAL DECISION-MAKING

The basic problem in statistics is one of making decisions in the face of uncertainty. Thus all decision rules, not just acceptance inspection plans, must be evaluated by their consequences. Consequences are expressed in terms of the risks or probabilities of taking various permissible actions induced by experiment. It becomes then the function of statistics to formulate alternative hypotheses and to evaluate the associated risks of being wrong. Adeptness in resolving such difficulty is the purpose of this course. Its core is statistical induction involving estimation and decision-making on the basis of sample data.

GE 298. SEMINAR IN INTERNATIONAL ECONOMICS

This course analyzes the character and interaction of the world's major economies. The theory of international trade; specie-price-flow mechanism; and the historical role of gold are evaluated. The problems of young, undeveloped and mature creditor nations are investigated. International cooperation is analyzed and the various agencies for promoting such cooperation are described and assessed. Trade instruments, quotas, exchange controls, commodity agreements and the rationale for tariffs wherever suitable are treated at length.

BOSTON COLLEGE

DECISION MAKING EXERCISE

This exercise is designed to enable the student to put into practice the principles of management decision-making and forward planning in a framework which approximates the risk, the uncertainty, and the dynamics inherent in actual business and economic situations. The major objective is to clarify the relationships among the functional departments (finance, production and distribution) of a business enterprise. Some of the administrative problems included in the exercise are profit management, sales forecasting, production and inventory control, cost analysis, pricing policies, budgeting, and capital management. The participants must prepare and analyze financial reports, fund flows, budgets, and sales forecasts. Each student acts as a member of a particular company organization in an industry having three relatively equal firms, so that there are both internal problems of communication and external problems of competition. The participants are expected to apply the universal principles of scientific procedure in order to discover the nature of the simulated business world here encompassed, and thus to improve their control of the company's situation. By this is meant, of course, the process of observation, hypothesis, experimentation, and application which is the essential character of all precise thinking.

The model has as its objective, not the simulation of real *situations*, but of real *relationships*, for situations cannot be duplicated any more than the personalities involved. But the duplication is not important, What is important is the development of a kind of scientific method or approach to business problems which is marked by such characteristics as careful and accurate classification of facts and observation of their correlation and sequence. In this framework it is possible to effect learning conducive to improved judgment, involving the functions of analysis and synthesis. And the fact that such functional relationships are elicited from a competitive structure means that interest may be whetted as results are obtained, and confidence gained as choices are confirmed by a close correlation of policies and results. In short, the model *does not* purport to teach the student about the real world, but rather the method of applying intellectual resources to permutational problems which will face administrators in the world of the future.

SCHOOL OF SOCIAL WORK



126 Newbury Street, Boston, Massachusetts 02116

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THE BOSTON COLLEGE SCHOOL OF SOCIAL WORK

The Boston College School of Social Work was founded in March, 1936. The Trustees of Boston College, in keeping with the Jesuit tradition of four centuries of educating students in the service of their fellowman—*religioni et bonis artibus*—instituted a program of graduate training calculated to prepare young men and women for professional social work.

Reverend Walter McGuinn, S.J. (1944), and Miss Dorothy L. Book (1955), having assumed the task of forming the policies of a new school of social work under Catholic auspices in New England, spent their every effort in advancing the cause of professional social work. In keeping with the fundamental objectives of a Catholic University, the Boston College School of Social Work professes a definite and specific philosophy of life based upon Scholastic philosophy and Catholic theology. The School attempts to identify those concepts, principles and values in that philosophy and theology which are pertinent to social work practice.

The Commission on Accreditation of the Council on Social Work Education has approved the basic two year curriculum of the Boston College School of Social Work. In accord with its newly adopted policy on accreditation (July 1, 1959) the Council on Social Work Education no longer grants special accreditation to areas of social work specialization but gives its approval to the total curriculum of its member Schools. The Boston College School of Social Work is a constituent member of the Council.

The School is located in the Boston College Intown Center at 126 Newbury Street, in the Back Bay of Boston. It is near the center of the city and one block from renowned Copley Square. In addition to pioneering social agencies and world-famous teaching hospitals, Boston and its environs offers splendid advantages for educational and cultural pursuits.

THE FIELD OF PROFESSIONAL SOCIAL WORK

Professional Social Work aims through private and public efforts, usually on the community level, towards assisting those in need of social work services to mobilize resources conducive to the optimum fulfillment of their own "life, liberty and pursuit of happiness." The common *weal* without doubt is most efficaciously prompted in respect to individuals and families in need of medical, psychiatric, economic or social assistance by those best prepared in the understanding and skills of person-to-person relationships aiming at the maximum, personal mobilization of individual capacities and through informed social planning which makes available the health and welfare services necessary to individuals.

Since the days of the Great Depression the expediting of private and public efforts to implement the common good of each and all in a community has resulted in a phenomenal growth of organized social services. Health and welfare programs increasingly more adequate in services ren-

dered have been established and improved in the following areas: family and child care, hospitals for mental and physical health, specialized clinics, school adjustment counseling, youth service programs, correctional institutions, group work under private and public auspices, public welfare services, care for the aged, cooperative planning and financing for community welfare. In military life also there is a demand for professionally trained social workers, and commissions are granted to those in the Medical Service Corps of the United States Army. That efforts in these areas have been constantly expanding is strikingly exemplified in the development of the Social Security program.

Schools of social work have not been able to keep pace with the multiplied opportunities and ensuing demand for professional social services. It is estimated that at the present time seven positions of a professional nature await each school of social work graduate. This shortage, as a sort of paradoxical side-effect in a society so often described as acquisitive, has steadily served to earn increased remuneration for professional social work services.

THE PROFESSIONAL PROGRAM

Objectives of the Curriculum

The two-year Master in Social Work program at the Boston College School of Social Work is designed to prepare students for the professional practice of social work. To this end the curriculum of concurrent classroom and agency instruction is arranged so that the student may become thoroughly informed in that body of knowledge pertinent to his profession in the social services and human growth and behavior, and sufficiently accomplished in the processes and methods employed in social work practice.

The total program, then, looks to the student's maturity in the professional knowledge and skills utilized in helping individuals and groups to mobilize their own strengths. Not least important for the student in the maturing process is his personal integration, through self-discipline, of professional attitudes and philosophical values consonant with a genuine total understanding of the human person in his unique dignity and destiny. The educational aim of the School, therefore, looks towards the thorough preparation of a Master in Social Work who at commencement will be competent to undertake the practice of professional social work especially in those fields where social casework or community organization is practiced.

Social Work in general is concerned with enabling individuals, groups, and communities to find and use sound solutions to problems of social adjustment. Social casework is one of the specific professional skills within this field. Its purpose is to help individuals, alone or in family groups, to find and use sounder and happier solutions to their problems of social adjustment than they are able to do by their own efforts.

Social casework skill is offered both by agencies whose primary function is a social service (family welfare, child welfare, public assistance agencies), and by agencies whose primary function is another type of necessary service, like medical or psychiatric care or education, but in the provision of which, social casework skill is a necessary adjunct (i.e., medical, psychiatric, or school social work).

Community organization as a process in social work is concerned with bringing about and maintaining adjustment between social welfare needs and social welfare services. Individuals, groups and agencies plan programs and services for meeting human needs and mobilizing resources to improve social welfare conditions. The functions of community organization include cooperative planning and program development, fact-finding, public relations, coordination and inter-group relationships. Among the methods used are committee operation, consultation, administration, interpretation and group conference. Community organization services are provided by community welfare councils, community chests, united funds, neighborhood councils, planning and promotional agencies—both geographical and functional—with health, welfare, housing, mental hygiene, and inter-group programs.

Social welfare administration is concerned with the process by which the objectives of social work agencies are determined and the means found to provide effective services to people. Emphasis is placed upon the group process in administration and upon the responsibility of all those connected with the agency to participate constructively in this process.

Classroom Instruction

A description of the courses taught at the School is to be found in the latter part of the Bulletin under "Courses of Instruction." Their arrangement in first and second year is outlined under "Organization of the Curriculum" (*infra*).

In addition to the research project in which the student is guided through seminar instruction, the curriculum at the School is organized around the following areas:

- 1) the integration of philosophical content, especially in psychology and ethics, and principles for professional practice.
- 2) the social services, historically and currently, public and private, as related to social welfare issues and policies.
- 3) human growth and behavior physiologically, psychologically, emotionally, spiritually, and socio-culturally.
- 4) five social work processes: social casework (in medical psychiatric, child and family settings), community organization, group work, social work research, and social welfare administration.

Courses in subjects related to these areas are offered in a two-year

cycle. Almost all courses in categories 1 and 3 (*above*) are presented in the first year. Those of the second section are spread equally in each year, and those of the fourth topic are distributed over the two years with the introductory courses to the processes occurring more in the first year.

The Research Project

During the two years all students are expected to acquire ability in the identification and analysis of factors significant to the functioning of persons individually, in groups, and as members of communities. In addition, it is required that all students be able to express understanding of social problems in writing which is of a quality in keeping with the standards of the profession.

Participation in a research project which includes experience in the planning, implementation and reporting of a research project is a part of the School's educational program to promote such objectives.

Field Work

The purpose of field work is to help the students learn through actual practice in a social agency, the principles and techniques of social work, the integration of theory and practice and the responsibilities of a professional social worker. To implement this program, each student has at the School a faculty advisor and at the agency, a field work instructor.

The field work placements in the first year may be in a casework or a community organization agency. Such placements include family and children's agencies, mental and general hospitals and clinics, under private and public auspices, settlement houses, community welfare councils, and united funds. Students who have completed all of the requirements for the first year are assigned to agencies according to their field of special interest for the second year. Casework placements are, under public and private auspices, in family, child-placing and child protective agencies, child guidance and mental hygiene clinics, and mental and general hospitals. Community organization majors are placed at a community chest, united fund, community welfare council, or in an agency providing other community organization services. From its founding it has been the policy of the School to select for student placement those agencies in New England with the highest standards of professional work and a genuine interest in promoting professional education.

Faculty Advisors

It has been a tradition at the school since its founding for each student to have a Faculty Advisor. The Advisor is accessible for discussion with the student of his learning and integrating of instruction from the classroom and agency. It is expected that each student will confer with his Advisor at least once a month; the student may consult the Advisor more frequently as he wishes.

The Full-Time Program

The regular program of the School is presented on a two-year basis, with a generic program of studies for all in first year and a sequence of studies in second year with a concentration of studies and field work in either social casework, community organization, or social welfare administration. (Cf. "Organization of the Curriculum"). First year students are engaged in field work in a social agency on Mondays and Tuesdays and attend classes on Wednesdays, Thursdays and Fridays. Second year students spend Mondays, Tuesdays and Wednesdays in field work and attend classes on Thursdays, Fridays and Saturday mornings.

The one exception to this schedule occurs in the first two weeks of the first year. The first days of these weeks are given over to an orientation period. Until mid-October classes are held at the School on these days to help the student become acquainted with professional social work through an over-all view.

The Part-Time Program

The program of the School is organized as much as possible so as to allow staff members of social agencies to pursue the professional program of training. Such candidates must meet the regular requirements of the School. (Cf. "Requirements for the Master's Degree," *infra*). Some especially well qualified people who are about to enter a field of social work practice and wish to take courses on a part-time basis may submit their application for consideration by the Admissions Committee. A maximum of ten points may be taken by part-time students who do not have the prospect eventually of entering the full-time program. A student taking courses on a part-time basis can acquire no more than twenty credit points in course work.

Part-time students are not eligible to take courses in social casework or advanced courses until they are prepared to undertake the full-time program of study for the Master of Social Work degree. If a part-time student wishes to acquire the Master's degree he is required to establish one year and a half of residence in fulfilling the School's program and must complete two field work placements under the School's supervision. At the time the student wishes to enter the School as a full-time student his application will be reviewed by the Board of Admissions. The part-time student entering into the full-time program must satisfy the field work requirements of 1050 clock hours. All field work placements are arranged so that the student will be in an agency not less than six months, part of which time is on a five day per week basis.

Special Students

A limited number of special students, not meeting academic requirements but with adequate academic preparation and demonstrated aptitude

for social work may be admitted. Although credit cannot be granted to a special student, he is expected to complete all the requirements of the courses elected and grades will be given for course work.

Requirements for the Degree

The Master of Social Work degree is granted upon the satisfactory fulfillment of the requirements specified below. Emphasis is placed on the quality of the work done by the student. The Dean after consultation with the Academic Council reserves the right to ask a student to withdraw because of failure to meet academic or other requirements. Should the student fail to receive the degree within the time prescribed of six years from first registration, all claims to continue working for a longer period for the degree or to have any or all of his work already completed credited in fulfillment of the requirements for the same degree are forfeited.

The unit of credit is the point (semester hour). A point represents one academic hour a week of classroom instruction per semester. One credit point in field work represents the equivalent of 63 hours of supervised practice.

The requirements for the Master of Social Work degree are as follows:

Courses in classroom instruction	40 points
Courses in field work instruction	20 points
Research project	4 points

In the successful completion of the above, the following conditions obtain:

1. A minimum of 30 points must be earned in residence at the School, including at least 16 in classroom courses, 10 in field work instruction, and 4 for the research project.

2. A passing grade must be attained for the work in the two field placements.

3. The degree candidate must satisfactorily participate in a prescribed research project and present the copies of the project approved according to requirements.

4. Students are expected to maintain a grade of B- as the combined average of all courses in each year.

Examinations and Grades

Credit for any course is not given until the student has satisfactorily completed all the requirements of the course for the semester. The passing grade is C. A student receiving C- in the final examination will be permitted to take one re-examination. Students marked "failed" must repeat the course to obtain credit. Instructors will submit grades for all students within one week after the close of the semester,

Organization of the Curriculum

FIRST-YEAR COURSES

In the full-time program all students pursue the same courses in the first year:

Philosophy of Social Work I	Philosophy of Social Work II
Development of Social Service Programs	Current Social Service Programs and Problems
Human Growth and Behavior I: Medical Information I	Human Growth and Behavior II: Medical Information II
Psychiatric Information I Seminar I	Psychiatric Information II Seminar II
Social Casework I	Social Casework II
Community Organization I	Community Organization II
Methods of Social Work Research I	Methods of Social Work Research
Field Work Instruction I	Field Work Instruction II

SECOND-YEAR COURSES

In the second year full-time program the following courses are required for all students:

Community Health Services
 Dean's Seminar
 Group Dynamics in Social Work
 Social Welfare Administration I
 The Research Project
 Field Work Instruction III
 Field Work Instruction IV

The social casework majors also complete the following required courses:

Medical and Psychiatric Information III
 Social Casework III
 Social Casework IV

Community organization majors have the following additional courses:

Community Organization III
 Community Organization IV
 Community Dynamics I
 Community Dynamics II

Administration majors have the following additional courses:

Social Welfare Administration Seminar
 Community Dynamics
 Community Organization III
 Community Organization IV

ADMISSION AND REGISTRATION

Admission Requirements

The Admission Committee of the School forms its decision in accepting a candidate from evidence indicating that the applicant has the personal and academic qualifications necessary for success as a graduate student of social work and as a professional social worker. Personal qualifications include good health, emotional balance, maturity, high moral purpose and scholarly habits. It must be clear from the outset that the applicant has a wholesome and genuine interest in people, is temperamentally suited for the work and in general is possessed of a character and disposition that will make for leadership in the field. Persons under twenty-one and over thirty-five are not accepted, save for special reasons.

Academic requirements are fulfilled in the presentation of a baccalaureate degree in arts or science from an accredited college. A broad undergraduate background in the liberal arts is preferred and at least twenty semester hours are required from the social and physical sciences. Social sciences include history, economics, political science and sociology. Of especial pertinence are courses in psychology and Scholastic philosophy; cultural anthropology also provides preparation of particular value. In the physical sciences, courses in biology are most helpful. At the Boston College School of Social Work the most adequate program of undergraduate training is considered to be represented by a bachelor of arts degree with a background in liberal arts concentration in sociology and/or psychology, and at least one course in biology.

A cumulative grade point average of 2.4 on a four point scale is a requirement for admission. The Admissions Committee gives consideration to an improving academic record on the undergraduate level.

Application Procedure

Application for admission is made by filling out an application form which may be obtained by communicating with the Office of the Dean. With the application form, the Office of the Dean forwards a notice for a transcript of undergraduate marks which the applicant sends to his undergraduate college requesting an official transcript of his college grades and credits. The School contacts the four persons listed by the applicant for letters of reference. Two of these are to be members of the faculty where the student completed his college courses and two, if possible, are to be people who knew the applicant in some supervisory capacity. After the application form, transcript of undergraduate grades and letters of reference are on hand, the School will contact the applicant for a personal interview. If the applicant lives at a considerable distance from Boston the School will arrange for a competent person in professional social work to interview the applicant in or near his local community. This requirement is generally waived for foreign students desiring, to enter the United States for graduate studies. Notice of the Committee's decision is sent to the applicant at the earliest possible opportunity. Application may be filed from the beginning of a student's Senior year in college.

The final date for filing applications to the full-time and part-time

programs is May first. The final date for filing applications from foreign students is March 15. Priority in processing applications is given according to the date of receipt of the application and related interview and reference materials. A check or money order in the sum of \$15 is to be submitted with the application.

Registration

Applicants who have been accepted on a full-time basis will be required to deposit with the School, within two weeks of their notification of acceptance, the sum of \$50 as a pledge of intention to register. This deposit is non-returnable and will be credited as partial payment of the first semester's tuition. If the deposit is not paid by the date due, the student will forfeit the place in the School reserved for him. If any applicant is admitted after June 1, this deposit is due immediately upon receipt of the notification of admission.

Students are to register at 126 Newbury Street on the registration days listed in the School Calendar. A check or money order is to be forwarded by the student to the Treasurer's Office, Boston College, Chestnut Hill, Massachusetts 02167, before the days of registration in payment of the expenses listed in the notification sent in advance by that office. Part-time students may pay tuition by check or money order, made out to Boston College, at the time of registration. Registration in person on the specified days is required of all students in each semester of enrollment. Failure to comply with this regulation entails a Late Registration Fee of \$10.

Transferred Credit

Academic courses or supervised field work completed in other accredited graduate schools of social work may be accepted as advanced credit when they are in substance the equivalent of similar training offered by the School, and if these courses have been completed within the customary six-year period. Social Work experience as such is not acceptable for credit. All advanced credit is recognized only upon satisfactory completion of other requirements. (Cf. "Requirements for the Degree" concerning the minimum number of courses to be completed by a transfer student to receive the Master of Social Work degree from Boston College).

FEES AND FINANCIAL INFORMATION

Tuition and Fees

All fees are subject to change at the discretion of the Board of Trustees. Fees are payable by check or money order made out to Boston College.

Refunds

The date of receipt of withdrawal notice will determine the amount of the tuition refund. If normal notice of withdrawal is received within two weeks of first classes a refund of 80% of tuition is made. If formal notice of withdrawal is received within three weeks of first classes a refund of 60% of tuition is made. If formal notice of withdrawal is received within four weeks of first classes a refund of 40% of tuition is made. If formal notice of withdrawal is received within five weeks of first classes

a refund of 20% of tuition is made. No refunds are allowed after the fifth week of classes.

If the student does not elect to leave the resulting cash credit balance to his account, for subsequent use, he should notify the Treasurer in writing to rebate the cash balance on his account.

Application Fee

A check or money order in the sum of \$15 is to be submitted with the application. This fee is for the expenses involved in processing the application and is not refundable or applicable as partial payment of tuition.

Tuition for Full-Time Students

The tuition for the academic year 1964-65 is \$1,300 a year, payable in two installments, with \$10 for registration fees. The tuition each semester, therefore, is \$650 with a registration fee of \$5; hence, \$655 is payable by check or money order prior to registration. The \$50 fee paid by first year students as a deposit is credited against the \$655 in the first semester.

The fee for blocked field work, arranged for those students entering the full-time program from part-time studies, is \$40 per one semester hour of course credit (or \$200 per semester), with a \$5 registration for each semester.

Tuition for Part-Time Students

The tuition for part-time students is \$40 per semester hour of course credit, with a \$5 registration fee for each semester. Tuition is payable by check or money order at the time of registration.

Special Fees

Binding Copies of Research Project

Individual\$12.00

Group Project 6.00

Graduation Fee 15.00

Other Fees

Late Registration Fee\$10.00

Each Re-examination (due day before exam) 10.00

Each Copy of Transcript (after first) 1.00

Residence Facilities and Living Expenses

The School does not maintain residence halls for students. There are many rooms and apartments at moderate cost, on Newbury, Commonwealth, Marlborough and Beacon Streets, which are normally available to students. Facilities are also available at nearby settlement house. Information concerning these can be had upon personal inquiry at the School. It is not possible to obtain listings of apartments by mail as such rooms are for immediate rental. The most satisfactory arrangement for students is to engage their rooms after personal inspection. New students have found in the past that it is best to make arrangements in advance for temporary living accommodations until they can search out for themselves, with new classmates, during their first week or two at the School the residence facilities they prefer.

SCHOLARSHIPS AND AWARDS

The number of awards available for the School Year 1964-65 is estimated according to the number most frequently made available from the several sources listed below. The awards are extended on the basis of scholastic achievement, professional promise, and, in most instances, financial need. These are available for both First and Second Year students unless indicated otherwise. All applications are due at the Boston College School of Social Work.

Scholarship assistance is also granted to students by many private and public agencies. Accepted applicants or students receiving these are granted up to \$1500 and agree to work with the agency usually for one Calendar year at the starting professional salary.

Agency Scholarship (Various) for Casework

Five awards varying from \$600 to \$1500, with some moral commitment to agency. Applications due May 31, 1965.

Agency Scholarships (Various) for Community Organization

Awards varying from \$200 to \$900 help Community Organization Majors meet living expenses in the community where field work is taken. Applications due May 31, 1965.

Catholic Family Agencies (Various)

Six awards from \$600 to \$1500, available for a Catholic student. Some of these are fellowships extended to students who agree to work with the agency for a definite period of time. Applications due May 31, 1965.

Facts Scholarships

Awards in varying numbers and amounts for students seeking to enter the fund and council field. No specific agency commitment.

Father McGuinn Scholarship

A few awards from \$100 to \$300 as scholarship assistance were established by the Advisory Council and the Alumni Association in memory of Father McGuinn, the Founder of the School. These are usually made available on an emergency basis in the second semester.

Permanent Charity Fund

Four awards from \$200 to \$800, available for a Massachusetts resident interested in pursuing Community Organization or Family and Child Welfare. Applications due June 1, 1965.

State Educational Leave (Various)

Approximately four students per year receive such awards worth up to \$2400. These are available from various States for qualified personnel already working in the casework area for State agencies. Early application advised.

State Scholarships (Various)

Approximately four awards per year have been made in recent years to students up to the sum of \$2500 by divers States for personnel interested in specializing in Child Welfare. Early application advised.

U.S. Children's Bureau through the Massachusetts Department of Public Health

Three awards in the sum of \$2500 each for tuition, with the remainder furnished in eight monthly payments, is granted to Second Year students in Medical Social Work who will work later in public health. Candidates are selected from among three schools of social work. Applications due April 15, 1965.

U.S. Children's Bureau

Six awards in the sum of \$2,000 each, plus tuition, available for students interested in Child Welfare. Applications due March 31, 1965.

U.S. National Institute of Mental Health

Fifteen awards in the value of \$1800 or \$2000, plus tuition, available for students in Psychiatric Casework. Application due May 31, 1965.

Six awards in the value of \$1800 or \$2000, plus tuition, available for students in community planning. Application due May 31, 1965.

U.S. Office of Vocational Rehabilitation

Nine awards in the value of \$1800 or \$2000 for students interested in Vocational Rehabilitation with physically or mentally handicapped adults.

U.S. Veterans Administration

Nine awards, in the nature of paid field work, worth approximately \$1350 are available to Second Year students specializing in Medical or Psychiatric Social Work. The Second Year placement is in a Veterans Administration setting. Applications due May 1, 1965.

Student Loans

Information concerning loan funds from public or private sources may be obtained from the student's Faculty Advisor.

Agencies and Foundations Furnishing Awards in 1963-1964

Besides the above specified sources, the following agencies extended scholarship assistance or awards to students of the Boston College School of Social Work in 1963-1964.

United Community Services of Metropolitan Boston
United Community Services, Portland, Maine
United Community Services, Pittsfield, Mass.
Community Services of Greater Worcester
New Haven Fund and Council
New York Catholic Charities
San Francisco Catholic Social Service
Waterbury Council of Catholic Women
Worcester Children's Friend Society
Family Service Organization of Worcester

GENERAL INFORMATION

Library

The Library, located on the fifth floor, has been developed specifically to serve the needs of the School. It has been maintained as a unit and contains a noteworthy collection of books, documents, and periodicals touching all aspects of the fields embraced by the curriculum.

Chapel

On the first floor of the building a lovely new chapel in honor of St. Francis Xavier has been constructed. In addition to earlier morning Masses, noon-day Mass is offered each day. Confessions may be made at convenient hours daily.

Student Organization and Activities

The students organize their Student Council. Officers of the Council are elected by the student body. Under the auspices of the Student Council, special meetings, socials, and projects of interest to the student body are planned and arranged.

Graduate Interests

The Alumni Association grew out of the desire among the graduates to contribute in promoting the best interests of the School. The officers and executive committee meet monthly during the School year. Through various committees of alumni members, special projects are undertaken to further the welfare of the School and its graduates. The Association, through its Alumni Fund Committee organizes the annual appeal among graduates in behalf of the Father McGuinn Scholarship Fund. A member of the Association serves as secretary to the Advisory Council.

The School conducts an informal placement bureau through the assistance of the Faculty to help graduates interested in obtaining positions. All alumni are invited to consult the letters and notification received of positions available which are kept in up-to-date, classified folders at the School. Many more requests for workers are received at the School than can possibly be met.

Graduates and students wishing to have a transcript of their marks forwarded to some agency should so notify the School Registrar. It is to be noted that the policy of the School continues in existence of sending a transcript to a social agency, educational institution, and the like, but not to individuals for private use. Two weeks should usually be allowed for filling such requests; a longer time is needed during examination and registration periods. A fee of one dollar is to be paid for each transcript after the first.

A copy of a graduate's Professional Record, which is written up after graduation, will be forwarded to an agency at the request of a graduate.

COURSES OF INSTRUCTION

After the title of each course or bloc of courses, the printed number indicates the total semester hours. The written number indicates in which of the four semesters of the two year program this course or bloc is offered.

I. CLASSROOM INSTRUCTION

200 PHILOSOPHY OF SOCIAL WORK I (1) (*First*)

Attention is focused on those principles of natural law philosophy and philosophical psychology which influence the practice of professional social work. Ethical and moral relationships are studied insofar as they relate to material presented in the Human Growth and Behavior sequence.

Fr. Driscoll

201 PHILOSOPHY OF SOCIAL WORK II (1) (*Second*)

Continuance of 200.

202 THE DEAN'S SEMINAR (2) (*Third*)

This seminar is primarily devoted to a discussion of alcoholism, situational and personalist ethics, subjective responsibility, crime and punishment as some of those modern areas of morality pertinent to social work practice.

Fr. Driscoll

203 THE DEAN'S SEMINAR (2) (*Fourth*)

Continuance of 202.

A. SOCIAL WELFARE POLICY AND SERVICES

221 DEVELOPMENT OF SOCIAL SERVICES (2) (*First*)

This course examines the influence of changing socio-economic conditions and shifts in cultural-value emphases, against the base of Western ideology about man, as they help shape the definitions and recommended solutions of social adjustment problems. This is illustrated by particular attention to the problem of poverty and the development of specific programs of family-child welfare and medical care. There is examination of the variety of solutions tried for consistent subsidiary problems such as the choice of treatment emphasis between amelioration, rehabilitation or prevention and the recurrent question of auspices, organization and financing of services. Within this framework attention is paid to the emergence of the social work profession.

Mr. Hanwell

222 CURRENT SOCIAL SERVICE PROGRAMS AND PROBLEMS (2) (*Second*)

This course examines the content and problems in selected current social work programs as they relate to adequate social adjustment services to individuals and communities. Particular attention is given to the shifting roles in public and private services, the emerging role of the federal government, the emerging clarity about preventive services and the questions for the profession of social work about its role in problem definition and solution.

Mr. Hanwell

223 COMMUNITY HEALTH SERVICES (2) (*Third*)

The major portion of this course deals with the contents of basic health programs such as communicable disease control, environmental health, maternal and child health, chronic illness, medical care and rehabilitation. Consideration is given to changing public health problems and the development of newer activities such as accident prevention, community mental health activities, and health services for the aged. Throughout, emphasis is placed on the role of the social worker in relation to other professional members of the health team.

Dr. Sternfeld

B. COURSES IN HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

The objectives of the Human Behavior and the Social Environment are: 1) to provide understanding required in making assessments of social functioning; 2) to provide understanding required in selecting social environmental forces to promote effectiveness in social functioning.

A social work frame of reference will be used throughout the sequence which contains a set of master concepts such as potentiality and effective social functioning, change—in the interactional processes between the person and the environments of which he is a part, adaptability—range of nominative variation in behavior, patterns of behavior—continuum effective—noneffective social functioning, assessment of an individual's place on the continuum. Principles, generalizations and facts will be related to this social work frame of reference from a content available in social work, medicine, psychiatry, psychology and the social sciences.

The content will be presented by social worker, obstetrician, pediatrician, psychiatrists, physicians with occasional lectures by a psychologist and social scientist.

*Professor Butler
Doctor Valadian
Doctor Sullivan
Doctor Caulfield
Doctor Minkel
Doctor Green
and others*

231 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I (5) (*First*)

Knowledge about the social, emotional and physical aspects of behavior will be presented in the context of the opportunities, threats and hazards of each phase of childhood, that is—prenatal—infancy—preschool—school and adolescent phases. Social aspects include content about the various environments of which a person is a part by virtue of his membership in society, namely, the environments of the home, school, play, church, neighborhood and community situations. The group, the family, is to be stressed. Content about the physical and emotional processes change. Human maturation will be presented by the physicians and psychiatrists. The content about processes of socialization and acculturation will be presented by the social worker and social scientist.

During the first semester, emphasis is to be given to behavior and environmental features pertinent to effective and adequate social functioning.

A learning experience of particular importance is the opportunity for the students to test the content against case studies from a longitudinal investigation of child health and human development which are drawn from the research project which is currently directed by Professor Butler and Doctor Valadian.

232 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II (3) (*Second*)

This course is a continuation of Human Behavior and the Social Environment I and provides knowledge about adulthood and aging. Special developments within social work, medicine, psychiatry as well as society will be specified so that the promotional and preventive aspects of changes occurring during adulthood and aging can be understood as well as the interrelationship of environmental factors which foster effective social functioning.

233 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT III (2)
(*Second*)

The focus of this course is upon the social, emotional and physical factors which are related to problems, illnesses and pathology. The social component will stress content about the interrelationship of behavioral and environmental factors and psychiatric and mental illness and disease.

234 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT IV (2) (*Third*)

This third semester course is required for all casework students and is a continuation of the previous course with the teaching being conducted in hospital settings. The medical content which is offered through the interviewing of patients at their bedside in a hospital is concerned with specialized diseases presenting serious problems.

The psychiatric content deals with the neuroses and psychoses as manifested in clinical demonstrations at the Massachusetts Mental Health Center (The Boston Psychopathic Hospital) and the Metropolitan State Hospital in Waltham.

C. COURSES IN SOCIAL WORK METHODS

1. *Social Casework Methods*

251 SOCIAL CASEWORK I (2) (*First*)

This course introduces the student, through case discussion, to the principles, concepts and methods of social casework with reference to its historical development and place in social work. Particular emphasis is placed upon developing the student's understanding of the client and his problems and of the caseworker's role in helping.

Mr. Sutherland
Mr. Agelopoulos
Mr. Castagnola
Miss Dixon

252 SOCIAL CASEWORK II (2) (*Second*)

This course aims to deepen the student's understanding of the client and his own role in helping, to increase his capacity to formulate and test out his understanding, and to develop plans of helping. Case material from a variety of agency setting is used.

253 SOCIAL CASEWORK III (2) (*Third*)

This course, which continues the deepening process in learning casework skills through case discussion, is designed to help the student refine his ability to formulate psycho-social diagnoses and develop treatment plans. Case material from a variety of agency settings is used to illustrate the interaction of physical, emotional and social factors. There is a gradually increasing focus on the emotional component in social maladjustment.

Miss O'Donoghue
Mr. Sutherland

254 SOCIAL CASEWORK IV (2) (*Fourth*)

This course continues the deepening process in learning casework Skills as outlined in course #253. There is continued focus upon generic casework, direct and indirect treatment methods, diagnostic criteria and evaluation of treatment processes.

Miss O'Donoghue
Mr. Sutherland

2. *Community Organization Methods*

270 COMMUNITY ORGANIZATION I (1) (*First*)

This introductory course examines community organization as a social work method. As a background, the community is viewed as a social system and the various subsystems are analyzed with particular emphasis on their relationships to the social welfare system. Actual communities are studied.

271 COMMUNITY ORGANIZATION II (1) (*Second*)

Continuing the introduction to community organization, this course provides opportunity for fact-finding, assessment and development of a plan of action around a community problem. Considerable attention is given to the role of the social worker in community action.

272 COMMUNITY ORGANIZATION III (2) (*Third*)

This course seeks to develop community organization skill through the analysis of prepared case histories. The steps in the problem-solving process are studied in depth. The role of the worker is analyzed in detail.

273 COMMUNITY ORGANIZATION IV (2) (*Fourth*)

Continuing the study of community organization method as the base for the development of practice skill, this course emphasizes the development of understanding thoroughly the study of problems, plans of action and evaluations derived from the students' own experiences in the field.

274 COMMUNITY DYNAMICS I (*Third*)

This course continues the analysis of the community as a social system: the functional relationship of its major groups and their sub-systems; their influence on the processes of a community growth and change. Attention is given to the institutional make-up of the community; the scope and strength of the authority which these institutions exercise; the changes that are taking place in the institutional and social life of the community and the significance of these changes.

Mr. Ciampa

275 COMMUNITY DYNAMICS II (*Fourth*)

Continuing the analysis of the community as a social system, this course examines the dominant cultural patterns of the community; the influence structure; the dynamics of community decision making in relation to various aspects of community life; the relationship of the community to the larger society and the influence of this relationship on community action and development programs.

Mr. Ciampa

3. Other Methods

261 GROUP DYNAMICS IN SOCIAL WORK (2) (*Fourth*)

An introduction to the principles of group behavior involving process and interaction and to the techniques of group leadership and management. A portion of the course will be devoted to an examination of social group work as a social institution and as a specialized method in social work. The course will utilize a type of organized discussion as both a learning and training method.

Mr. Kolodny

281 SOCIAL WELFARE ADMINISTRATION (2) (*Third*)

This course examines administration as a process and method in social work. Administrative functions and relationships are analyzed in terms of agency objectives, organization, program, and procedure. Attention is given to board, client, staff, volunteer, and community relationship, and to personnel practices, agency management and procedures.

Mr. Steinman

291 METHODS OF SOCIAL WORK RESEARCH (2) (*Second*)

Specifications of the scientific component of problem solving activities in social work, the relationship of science and art, as well as knowledge about procedures and techniques of research methods are included in the course. Consideration is also given to the research role of the social work practitioner in direct service programs.

Dr. Berkowitz

293 THE RESEARCH PROJECT (4) (*Third and Fourth*)

(Successful completion of 291 prerequisite).

All candidates for the Master's degree are required to participate in a Study Project. Topics for study are selected in accordance with professional needs as well as the student's experience and interest. The student must meet the following requirements: attendance of all research project committee meetings; preparation of a study design to be submitted by October 19, 1964; outline of the Project report due January 4, 1965; preparation of the Project report, which must be submitted in draft by the beginning of the second semester to the Project readers.

300 SUPERVISION (*At arranged times through the academic year*)

This course considers supervision as an integral part of professional education for social work. It is concerned with the development of educational diagnosis, teaching content, administrative function, supervisory relationships, and techniques of supervision. Class discussion is based on school material and on current practice. The course is offered to individuals who are supervising students in the School and to a limited number of others qualified for supervision.

Miss Cook

II. FIELD WORK INSTRUCTION

202 FIELD WORK I (5) (*First*)

Learning and practice under the instruction of a qualified supervisor, in a social agency of a generic setting, in providing services to clients engage the first two days of each week of the full-time First Year student's academic year after early October.

203 FIELD WORK II (5) (*Second*)

Continuance of 202 in the same agency.

204 FIELD WORK III (5) (*Third*)

Learning and practice under the instruction of a qualified supervisor in a second social agency with a specialized setting related to the student's major field in social casework (family welfare, in this instance), occupies the Second Year full-time student's first three days of each week.

205 FIELD WORK IV (5) (*Fourth*)

Continuance of 204 in the same agency.

206, 207 FIELD WORK III, IV (*Third*) (*Fourth*)

Field Work similar to 203 and 204, in a child welfare agency.

208, 209 FIELD WORK III, IV (*Third*) (*Fourth*)

Field work similar to 203 and 204, in a medical setting.

210, 211 FIELD WORK III, IV (*Third*) (*Fourth*)

Field work similar to 203 and 204, in a psychiatric setting.

212, 213 FIELD WORK III, IV (*Third*) (*Fourth*)

Learning and practice under the instruction of a qualified supervisor in a community organization agency occupies the first three days of each week of the Community Organization Major.

214, 215 FIELD WORK III, IV (*Third*) (*Fourth*)

For selected students, learning and practice under the instruction of a qualified supervisor in an administrative setting, or faculty supervision of the student in administrative employment occupies the first three days of each week of the Administration Major.

THE LAW SCHOOL



BRIGHTON, MASSACHUSETTS 02135

LAW SCHOOL ADMINISTRATION

ROBERT F. DRINAN, S.J., A.B., A.M., S.T.L., LL.B., LL.M., *Dean*

FRANCIS J. LARKIN, B.S., LL.B., LL.M., *Assistant Dean*

JOHN A. TOBIN, S.J., A.B., A.M., Ph.D., *Student Counselor*

JOSEPH F. MCCARTHY, A.B., A.M., LL.B., *Registrar,
Chairman, Committee on Admissions*

STEPHEN G. MORRISON, LL.B., *Librarian*

HERTA S. VARENAIS, MAG. IUR., *Assistant Librarian*

PATRICIA D. BONELLI, *Secretary of the Law School*

MARY E. BEACH, *Secretary*

AGNES M. CORROLL, *Secretary*

MARGARET M. GLANCY, *Secretary*

SUZANNE M. PLANTE, *Secretary*

HELEN R. SHEEHAN, *Secretary*

MARY E. TOOMEY, *Secretary*

THE UNIVERSITY

Boston College is one of twenty-nine Jesuit colleges and universities in the United States. The university traditions of Boston College derive from four centuries of academic experience and educational idealism of the Society of Jesus, which since its foundation by Ignatius Loyola in 1534, has established and conducted institutions of higher learning throughout the world. The foundation of Boston College arose from the labor of the first Jesuit community in New England, established at St. Mary's, in Boston, in 1849. In 1859, John McElroy, S.J., first Superior of the Jesuit community at St. Mary's purchased the land and erected the collegiate buildings on Harrison Avenue, in Boston, the location of the college for fifty years.

On April 1, 1863, the College received from the Commonwealth of Massachusetts a university charter empowering the Board of Trustees to confer degrees usually granted by colleges in the Commonwealth, except medical degrees. This single restriction in the charter was removed by legislative amendment, approved April, 1908. John Bapst, S.J. was the first President of Boston College and inaugurated the program of collegiate instruction on September 5, 1864. In 1907, President Thomas I. Gasson, S.J., secured the land which is the site of the present campus at Chestnut Hill. In 1913, the College was moved to the Chestnut Hill campus.

In the memory of many, Boston College consisted of only four buildings; Gasson Hall (1913); St. Mary's Hall (1917); Devlin Hall (1924) and Bapst Library (1928).

New schools were added to the original College of Arts and Sciences. The Law School and the Evening College, both founded in downtown Boston in 1929, are now on the Chestnut Hill campus. The School of Social Work, founded in 1936, is presently at 126 Newbury Street, Boston. The College of Business Administration was founded in 1938. The School of Nursing, the School of Education, and the Graduate School of Business Administration were founded in later years in response to the educational needs of the nation.

Physical expansion came rapidly after World War II when Lyons, Fulton, and Campion Halls were erected. During the Presidency of Very Rev. Michael P. Walsh, S.J., Cheverus, Fenwick, and Fitzpatrick dormitories were built; McHugh Forum and Roberts Center were dedicated; Cushing Hall and McElroy Commons were opened.

To keep pace with the educational needs of the nation and community, Boston College now is engaged in a Development Program in which more academic facilities will be added to the campus, including a Graduate Center, Science Center, Library, Auditorium, Theater and Fine Arts Center, dormitories, Chapel, Institute of Human Relations, and School of Public Affairs.

Together with its commitment to academic excellence is Boston College's vital concern for its community obligations. Not the least of these are the Boston Civic Seminars, the amalgamizing community force that has brought together industry, government, education, and labor, to provide a non-partisan platform for the common discussion of Metropolitan problems.

From the first class of 22 young men, Boston College has grown in numbers, size, and prestige. The total enrollment is 10,500, although none of the schools and colleges has an enrollment of more than 2,000. The original faculty of six now numbers more than 700. In this third largest Catholic university in the United States are students from nearly every state in the nation and from some 31 nations.

ACCREDITATION

Boston College is a member of, or accredited by, the following educational associations: The American Council of Education, the Association of American Colleges, the National Catholic Educational Association, the American Jesuit Educational Association, the New England Association of Colleges and Secondary Schools, the Board of Regents of the University of the State of New York, the American Association of Collegiate Schools of Business, the Association of American Law Schools, the Section on Legal Education of the American Bar Association, the American Association of Schools of Social Work, the National Nursing Accrediting Service, the American Chemical Society, and other similar organizations.

THE LAW SCHOOL

The Trustees of Boston College, with the active support and cooperation of many eminent members of the bench and bar in Massachusetts, established the Boston College Law School in 1929. Formal instruction was commenced on September 26, 1929, and the first class was graduated on June 15, 1932. With the graduation of this first class, the Law School was officially approved by the Section on Legal Education of the American Bar Association. Upon its first application, in 1937, the School was elected to membership in the Association of American Law Schools. There has never been any discrimination of any kind in the Boston College Law School on the grounds of race, creed, color or national origin. In 1954, on the Twenty-fifth Anniversary of its foundation, the Law School moved from downtown Boston to Saint Thomas More Hall on the campus at University Heights.

LOCATION

Saint Thomas More Hall is located in the Boston area of the University Heights campus, close to the City of Newton boundary. Excellent transportation is available. The Boston College Terminal of the Metropolitan Transit Authority is directly across Commonwealth Avenue from

the Law School. The Law School is located three miles East of the intersection of the Massachusetts Turnpike and Route 128 and is consequently rapidly reached from even distant points. The Law School has spacious student parking facilities. Meals are served at moderate prices in the Law School Dining Hall.

SAINT THOMAS MORE HALL

Saint Thomas More Hall, occupied exclusively by the Law School, is one of the most beautiful and efficient law school buildings in the United States. The building contains, besides ample provisions for administrative and faculty offices and classrooms, a Law Library with a main Reading Room seating two hundred and forty, a Browsing Room shelving quasi-legal materials, a Stack Room with a capacity of 250,000 volumes, and thirty-four individual study carrels in the stacks for special research. In addition there is a Moot Court Room seating one hundred and fifty spectators, seminar rooms, a student's typing room, and attractive lounges for the faculty, students and administrative assistants. A students' Dining Hall seating three hundred, students' lockers and other conveniences make Saint Thomas More Hall a completely self-contained unit for the Law School on the University Heights campus.

The new building is of contemporary architecture, but its stone work reflects the Collegiate Gothic of the undergraduate buildings on the Heights. It is named after Thomas More (1478-1535) saint and martyr, lawyer and judge, humanist and humorist, Lord Chancellor of England, and one of the truly great figures of world history.

The building is designed to provide every necessary and useful facility for students who wish to pursue the study of law in an atmosphere of scholarship and culture, surrounded by extraordinary architectural and natural beauty.

PURPOSE OF THE LAW SCHOOL

In the most general sense, the objects of the Law School and those of the University are the same: to develop an understanding of our fellow men, and to develop an understanding of ideas. Of these two principal concerns of all university education, primary emphasis at the Law School may be said to be on the exploration of ideas—juridical ideas, as being those which have significance in the development of law, and in its application to juridical problems. Cast in other terms, the main thrust of legal education is and must necessarily be to train law students to develop legal reasoning. The emphasis in any law school must be upon this training in ideas, and not upon the learning of facts. Factual knowledge has its own importance, but it is not enough. It is not a substitute for thought, despite its surface appeal to those who find it easier to learn facts than to think about them.

For Boston College Law School is dedicated to the philosophy that there is in fact an *objective moral order*, to which human beings and civil societies are bound in conscience to conform, and upon which the peace and happiness of personal, national and international life depend. The mandatory aspect of the objective moral order is called by philosophers the *natural law*. In virtue of the natural law, fundamentally equal human beings are endowed with certain *natural rights and obligations* to enable them to attain, in human dignity, the divine destiny decreed for them by their Creator. These natural rights and obligations are *inalienable* precisely because they are God-given. They are antecedent, both in logic and in nature, to the formation of civil societies. They are not granted by the beneficence of the state; wherefore the tyranny of a state cannot destroy them. Rather it is the high moral responsibility of civil society, through the instrumentality of its civil laws, to acknowledge their existence and to protect their exercise, to foster and facilitate their enjoyment by the wise and scientific implementation of the natural law with a practical and consonant code of civil rights and obligations.

The Boston College Law School strives to impart to its students, in addition to every skill necessary for the every-day practice of law, an intellectual appreciation of the philosophy which produced and supports our democratic society. For it is only by the intellectual recognition and the skillful application of the natural law to the principles and rules, the standards and techniques of the civil law, that civil society can hope to approach the objective order of justice and to create the condition of human liberty intended by the Creator for rational and spiritual human beings.

METHOD OF INSTRUCTION

The program and method of instruction employed in the Boston College Law School is designed to prepare the student to practice law wherever the Anglo-American system of law prevails. Hence, there is a thorough insistence upon the common law and upon the important statutory enactments of the federal and state governments. The laws peculiar to Massachusetts, the other New England states, and the most progressive jurisdictions of the country, are noted in all courses; but the program is not geared to merely local law. In accordance with the current development of American law, courses in the field of public law have been expanded and integrated with the traditional courses in private law.

As a method, we use and require a singularly efficient instrument, the case system. This is an intelligent system for intelligent people. Moreover, since it is based upon a recognition that the most efficient approach to an understanding of ideas is a form debate between teacher and student, the time required for class preparation and for after-class re-examination of the principles exposed is prohibitive for all but the truly motivated.

The case method of instruction, now employed in all leading American law schools, has been followed since the foundation of this School.

By the case method of instruction, the student is trained in the science of the law, in the art of legal analysis, and in the solution of legal problems by the *same practical process* of reasoning and research which he must utilize in his subsequent professional career. All students are required to make diligent preparation of assigned work and to participate actively in the classroom discussion of cases and materials. They are encouraged to confer privately with members of the Faculty at all reasonable times.

PART-TIME LEGAL EDUCATION

No students will be accepted at the Boston College Law School to begin an evening program.

ACCREDITATION

The Boston College Law School is a member of the Association of American Law Schools. It is fully approved by the American Bar Association, and by the Board of Regents of the University of the State of New York. These are the only recognized accrediting agencies for law schools in the United States.

PRE-LEGAL STUDIES

A sound pre-legal education should develop in the future law student a clear reasoning power, a facility of accurate expression, a mature balance of judgment, and an ability to appreciate the moral, social and economic problems involved in the administration of justice in modern society.

For this purpose, a broad liberal arts program is recommended. However, because the field of law covers the whole range of social activity, there is hardly any sound collegiate program which cannot be made an apt instrument for pre-legal training. It is strongly urged that pre-legal students elect professors who exact a large volume of work and independent thinking from their classes. Elective courses may be taken profitably in accounting, in the fields of economic and sociology, in American and English constitutional history and in English literature.

Each year the Boston College Law School conducts Institutes for pre-legal students and pre-legal directors. The school welcomes inquiries from both these groups about these events which have proved to be most beneficial.

LAW SCHOOL ADMISSION TEST

The Boston College Law School, along with leading law schools of the nation, requires all of its applicants to take the Law School Admission Test which is given at the Boston College Law School on all four occasions when it is conducted at universities throughout the nation and in certain foreign centers. The test will be held at the Boston College Law School on Saturday, February 8, 1964; April 18, 1964; August 1, 1964 and November 7, 1964.

For information and application form write to the Educational Testing Service, 20 Nassau Street, Princeton, New Jersey.

PROGRAM OF INSTRUCTION

FIRST YEAR				
<i>First Semester</i>	<i>Hours</i>	<i>Second Semester</i>	<i>Hours</i>	<i>Credits</i>
Contracts	3	Contracts	3	6
Torts	3	Torts	3	6
Property	3	Property	3	6
Judicial Remedies	2	Judicial Remedies	2	4
Criminal Law	2	Criminal Law	2	4
Legal Research	1	Agency	2	3
	14		15	29

SECOND YEAR				
<i>First Semester</i>	<i>Hours</i>	<i>Second Semester</i>	<i>Hours</i>	<i>Credits</i>
Trusts and Estates	3	Trusts and Estates	3	6
Evidence	2	Evidence	2	4
Equity	2	Equity	2	4
Constitutional Law	2	Constitutional Law	2	4

In addition to the above courses students must elect two of the following courses:

Business Associations	2	Business Associations	2	4
Taxation I	2	Taxation I	2	4
Commercial Law	2	Commercial Law	3	5

THIRD YEAR				
<i>First Semester</i>	<i>Hours</i>	<i>Second Semester</i>	<i>Hours</i>	<i>Credits</i>
Commercial Law	2	Commercial Law	3	5
Administrative Law	3	Conflict of Laws	3	6
Elective		Elective		
Elective		Elective		
Elective		Elective		

NOTE: A student who has elected to take Commercial Law in the Second Year is required to take whichever of the two courses (Business Associations and Taxation I) he omitted during the Second Year.

ELECTIVE COURSES

Corporate Finance	Legal Problems of International
Seminar in Criminal Procedure	Business Transactions
Seminar in Constitutional Problems	Judicial Administration
Creditors' Rights	Jurisprudence
Estate Planning	Labor Law
Family Law	Seminar in Labor Law Problems
Federal Courts	Land Use Control and Planning
Insurance	Securities and Exchange Law
International Law	Restitution
International Law II	Taxation II
	Trade Regulation
	Trial Practice

THE THOMAS J. KENNY LIBRARY

The Thomas J. Kenny Memorial Library has a spacious Reading Room seating two hundred and forty students. On the same level with the Reading Room is the Clement Joseph Maney Browsing Room with an additional collection of quasi-legal materials. A two-level stack room below the Reading Room has a capacity of a quarter of a million volumes.

The Library contains the reports of all the state courts of last resort, the National Reporter System and the several series of annotated reports as well as a good collection of English and Canadian decisions.

The statutory section of the Library contains a complete collection of the current state and federal annotated codes as well as current English legislation.

In recognition of the development of public law and its increasing importance in the United States, the Library contains a large section of this material, particularly the decisions and orders of administrative bodies, state and federal, and the several loose-leaf services which make available all current laws, regulations, administrative interpretations and decisions in this field.

The Library contains a comprehensive collection of treaties and text books, legal journals and reviews, and the standard legal encyclopedias.

The Law library is administered by a full-time librarian and a staff of assistants. It is open from 8:30 A.M. to 11:00 P.M., Mondays through Fridays; from 9:00 A.M. to 5:00 P.M. on Saturdays; and from 2:00 P.M. to 8:00 on Sundays. During the Summer the Library is open during the day.

In addition to the Kenny Law School Library, the Bapst University Library of Boston College, which is situated on the Chestnut Hill campus and contains more than five hundred thousand volumes, is available to students of the Law School. Law students also have access to the world-famous Public Library of the City of Boston, with its more than two million volumes, and to the Massachusetts State Library of more than six hundred thousand volumes.

Patrons, sponsors and friends of the Boston College Law School Library generously contribute gifts and books of ever increasing value.

LAW SCHOOL'S PUBLICATIONS

The Boston College Law School makes two significant contributions to the legal profession in its publication of *The Annual Survey of Massachusetts Law* and the *Boston College Industrial and Commercial Law Review*. The *Annual Survey*, initiated in 1954, is a selective and critical analysis of significant developments and trends in major fields of the Law of the Commonwealth authored by recognized authorities. The *Law Review* was established to provide law students with an opportunity to use and develop their professional skills and to meet the increasing need of legal practitioners and scholars for comprehensive treatment of a rapidly growing body of industrial and commercial law.

A Board of Student Editors assists the Faculty Editor-in-Chief and the authors on the publication of the *Annual Survey*, and is responsible for the publication of the *Law Review* under the guidance of Faculty Advisors. Members of the Board are senior students selected upon the bases of academic standing and qualifying contributions to the *Law Review* as members of the Staff. All second and third year students who meet certain academic and contributive qualifications are admitted to the Law Review Staff which entitles them to play major roles in the publication of the *Review*. Nearly half of each issues of the *Law Review* consists of student writings. The Board and Staff members are encouraged to employ not only the best of traditional law review techniques and materials, but also their own creative talents to produce a professional journal which most effectively meets the needs of those it serves.

Membership in the Board of Editors and on the Law Review Staff is one of the highest honors conferred in the Law School. It provides highly professional training invaluable to the future lawyer, aids in future developments in case and statute law, and is an important factor in a graduate's placement.

THE LAW CLUBS

The Law Clubs and the Bostonia Competition provide an important supplement to the formal academic instruction of the Boston College Law School. The purpose of the Law Clubs is to give the student practical instruction and experience in the analysis of legal problems, in the use of law books and legal research, in brief writing, and in the preparation and argumentation of cases before appellate courts.

Students participating in law club work are divided into voluntary groups of eight comprising the various law clubs.

Cases of varying difficulty and complexity are assigned to the different clubs according to the amount of formal class instruction received. The assigned problem is analyzed, briefs are prepared, and the case is first argued on an intra-club basis. Subsequently, the cases are prepared and argued on an inter-club basis before courts composed of members of the practicing Bar. At the conclusion of each inter-club argument the court delivers an appraisal and criticism of the preparation, the briefs and the presentation of the argument.

WENDELL F. GRIMES COMPETITION

The assignment of cases to the various law clubs is arranged so that the inter-club arguments form a competitive scheme which, by a process of elimination, culminates in the final argument of the Bostonia Competition. The final argument each year is conducted in public in the McLaughlin Memorial Courtroom, before a court composed of justices of the state and federal courts.

Students who argue cases in the quarter-finals, the semi-finals, and in the final argument of the Bostonia Competition have the fact honorably noted on their official scholastic records and transcripts. Students in the final argument are also appointed to represent the Boston College Law School in the national moot court competition conducted annually by the Bar Association of the City of New York.

THE STUDENT BAR ASSOCIATION

Under a constitution ratified by a vote of the Student Body all students in the Boston College Law School form an integrated association under the title of the *Student Bar Association*, which is a member of the *American Law Student Association* sponsored by the American Bar Association.

The purpose of the Student Bar Association is to advance the ideals and objectives of Boston College; to promote the ethical principles of the legal profession; to further the high academic standards of the Law School; to coordinate the activities of the student body; to facilitate unity among Faculty, students and alumni; to cooperate with national, state and local bar associations and with other law schools within the American Law Student Associations.

The constitutional organization of the Student Bar Association is modeled after that of the American Bar Association. Officers and a Board

of Governors are elected annually by the student body. The Board of Governors determines the amount of the annual dues payable at the time of the September registration.

The Student Bar Association, through the Student Clerk of the Moot Court Competition who is an *ex officio* member of the Board of Governors conducts the work of the law clubs. The Student Bar Association conducts the other extra-curricular activities of the student body, except religious activities. The Student Bar Association conducts the Boston College Law School Forum which sponsors regular programs on topics such as recent Supreme Court decisions and on civil liberties. The Student Bar Association also publishes a newspaper, *Sui Juris*, for students and alumni.

The Student Bar Association also conducts the social activities of the student body, such as smokers and dances. Student representatives are sent to the annual meeting of the American Law Student Association, which is held each year in conjunction with the convention of the American Bar Association.

The Law Wives' Club, an organization made up of all the students' wives, conducts social and cultural events throughout the school year.

THE SAINT THOMAS MORE SOCIETY

The Saint Thomas More Society is a voluntary organization devoted to the spiritual welfare and the religious activities of the student body. The Student Counselor of the Law School is the Faculty Advisor to the Saint Thomas More Society. Membership in the Society is open to students of all religious faiths. There are no dues. The Society conducts an annual retreat, communion breakfasts, and sponsors informal talks and discussions concerning such subjects as the interrelation of civil law philosophy.

PLACEMENT SERVICE

The effective placement of every graduate of the Law School is regarded by the Dean and the faculty as a continuing responsibility. The Law School maintains a placement office to help students find advantageous employment after graduation. This office is under the direction of the Assistant Dean. Other members of the faculty are available for consultation.

Each year interviews are held with every member of the graduating class to ascertain their career objectives. Moreover, a complete placement file is maintained on each student so that his qualifications and objectives may be matched with prospective placement situations as they develop.

Representatives of leading law firms and government agencies regularly visit the Law School to interview candidates for prospective placements. Recent graduates of the Law School have obtained an ever increasing number of graduate fellowships, judicial clerkships and other significant positions.

Summer positions in law firms after the second year of Law School are available. An increasing number of appointments in student internships in aid groups, federal and district courts are also available.

ALUMNI ASSOCIATION

The 2440 living graduates of the Boston College Law School are members of the School's Alumni Association. This organization helps in placement work, brings outstanding speakers to dinner gatherings of the Alumni, sponsors regional meetings and seeks in many ways to enhance the prestige and advance the interests of the Boston College Law School.

The 1963 Alumni Directory has proved to be especially valuable to the alumni of the school who practice law in most of the states of the Union.

The Alumni Association cooperates closely with the Annual Giving Program of the Law School and is largely responsible for its ever increasing success.

ADMISSION REQUIREMENTS

Applicants for admission to the Boston College Law School as candidates for the degree of Bachelor of Laws must possess a Bachelor's degree from an approved college or university. In certain exceptional cases individuals may be accepted who have completed three-fourths of the work required by an approved college for an academic degree.

AUDITORS

A limited number of applicants, usually members of the bar, who do not wish to study for a degree, but who desire to enroll in specific courses may be admitted as *auditors*. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations, but may elect to do so. Normally, credit will not be certified for auditing.

ADVANCED STANDING

An applicant qualified for admission who satisfactorily completed part of this law course in another approved law school, may be admitted to upper classes with advanced standing. At the minimum, two complete semesters will be required in residence at Boston College immediately preceding the award of a degree.

ADMISSION PROCEDURE

Application must be made upon the official form: and, as noted therein:

1. Official transcripts of *all* collegiate, graduate and professional study must be sent directly to the Registrar of the Boston College Law School by the registrars of the institution in which such study has been done.

2. The recommendation form issued by the Law School must be sent directly to the Registrar.

As soon as the completed application forms, *all* requisite transcripts, and the application fee of \$10 have been received, the applicant will be promptly advised by mail of the decision upon his application.

REGISTRATION

Successful applicants must register personally at the regular registration period indicated in the current Law School Bulletin. Each applicant is required to present, before or at the time of registration, a recent unmounted passport-size photograph. There is no regular registration fee; but a student permitted to register after the regular registration period will be charged a *late* registration fee of \$5.00.

GRADING SYSTEM

Academic standing is determined by written examinations conducted at the conclusion of each course. The quantitative unit of credit is the semester hour, which is equivalent to one hour of class work per week for one semester of not less than sixteen weeks duration. The qualitative standard determining academic standing, advancement and graduation, is the *grade quotient* as explained below.

Academic achievement in each course is indicated by the following grades, to which are assigned the following *point values* per semester hour:

A +	= 10	B +	= 7	C +	= 4	F	= 0
A	= 9	B	= 6	C	= 3	P	= X-1
A—	= 8	B—	= 5	D	= 2		

The *point value* of the grade attained in each course is multiplied by the number of semester hours devoted to the course, the result indicating the number of *grade points* earned in the course. For any given period of time, academic standing is determined by dividing the total number of *grade points* earned during the period by the total number of semester hours undertaken. The result is the *grade quotient*, which is of greater importance than any individual course grade. The grade quotient is *cumulative* throughout the student's law school career; nevertheless students are required to attain a satisfactory grade quotient in each academic year.

Grade C indicates a satisfactory pass, grade D an unsatisfactory pass, and grade F a complete failure. The symbol P indicates a passing grade in a course originally failed; its value (X-1) is one point less than the value of the grade (X) attained in the re-examination. Thus, *in a re-examination* D=1, C=2, C+=3, and so forth. A student with an F grade if permitted to remain in the School, has the privilege of taking the *next regular* examination in the failed course. If this privilege is not exercised, or if the re-examination is failed, the original F becomes permanent. The symbol M indicates a missed examination. A student with a missed examination, who presents good cause in writing to the Dean within a reasonable time after the missed examination, will be granted the privilege of taking the *next regular* examination in the course. A student exercising the re-examination privilege must fulfill the current examination requirements of the course; special examinations are never given.

For advancement with satisfactory standing and for graduation a student must attain a grade quotient of 3.0 each marking period.

Regular attendance and diligent preparation of all assigned work is required. For excessive absences or inadequate preparation of class work, a student may be excluded from the School for unsatisfactory application.

The academic standing of a student, at any given time, is determined by his grade quotient as follows: Above 6.9—*summa cum laude*; 6.6 to 6.9—*magna cum laude*; 6.0 to 6.5—*cum laude*; 5.0 to 5.9—Dean's list; 3.0 to 4.9—satisfactory; Below 3.0—unsatisfactory.

REINSTATEMENT

A student who has been excluded from the School because of an unsatisfactory grade quotient has the privilege of *one written* petition to the Faculty for reinstatement. The purpose of this privilege is solely to provide the excluded student with an opportunity to present to the Faculty *specific* facts, not contained in the academic record, which rebut the presumption of the record. Reinstatement is never granted unless the petition sustains the burden of proof that extraordinary circumstances, beyond the control of the student, have deprived him of a reasonable opportunity to prepare for the examination which caused his exclusion; and that these extraordinary circumstances are no longer operative.

The Faculty will not entertain petitions, from full-time students, which are based upon outside employment.

DEGREE REQUIREMENTS

All candidates for the degree of Bachelor of Laws must follow the prescribed schedule of courses and must carry a full program during the regular academic year. This requirement may be varied, in the discretion of the Dean. The minimum period of required residence for the degree of Bachelor of Laws is three years (six full semesters).

Leave of absence from the Law School, with the right to re-enter and resume candidacy for a degree, will be granted for a good cause after an interview with the Dean. Except for unusual reasons approved by the faculty all students must complete the requirements for the degree of Bachelor of Laws within four years of enrollment.

HONORS

1.) An annual Honor Award established by the Class of 1952 to be given to the outstanding graduate of each succeeding class, on the composite basis of class standing, preparation of class assignments, contributing to class discussions, and participation in the extra-curricular activities organized for the advancement of the student body and the furtherance of Boston College ideals. Eligible students are recommended by an elected committee of the Senior Class, and the recipient is finally determined by a committee of the Dean and four Professors. The recipient's name is inscribed on a plaque in the Students' Lounge and he is awarded a gold key.

2.) A subscription for one year to the *United States Law Week* is offered by the Bureau of National Affairs to the graduating student who showed the most satisfactory progress during his senior year.

3.) Commencement prizes in substantial cash awards are given annually for outstanding student work through the generosity of Lyne, Woodworth and Evarts, Boston Law Firm, Thomas Macken Joyce, Esq., '41, John F. Cremens, Esq., '41, Fusaro and Fusaro, Worcester Law Firm, and the Lawyers Title Insurance Corporation of Richmond, Virginia.

4.) Through the generosity of an alumnus an award is offered periodically in honor of Professor William J. O'Keefe who taught at the Law School from 1929 to 1959.

5.) The Lawyers' Co-operative Publishing Company annually awards handsomely bound volumes of the material in American Jurisprudence on certain selected subjects.

CONTINUING LEGAL EDUCATION

Programs for post-admission training are sponsored periodically by the Boston College Law School. These non-credit courses, conducted in collaboration with the practising bar, have proved to be most valuable for members of the legal profession. Lawyers interested in these offerings are invited to contact the Law School.

TUITION

Tuition for each semester is payable in advance of registration. Tuition for full-time students is \$600.00 per semester. Tuition for nine hours of instruction is \$450.00. Tuition for a partial program is \$50.00 per semester hour. There are no costs or fees aside from tuition except a graduation fee of \$20.00.

WITHDRAWALS AND REFUNDS

Tuition is refundable subject to the following conditions:

- a.) Notice of withdrawal must be made in writing to the Dean.
- b.) The date of receipt of withdrawal notice will determine the amount of tuition refund.

Notice within two weeks of first classes	80%	tuition refund
Notice within three weeks of first classes	60%	tuition refund
Notice within four weeks of first classes	40%	tuition refund
Notice within five weeks of first classes	20%	tuition refund
No refunds are allowed after fifth week of classes.		

If the student does not elect to leave the resulting cash credit balance to his account, for subsequent use, he should notify the Treasurer in writing to rebate the cash balance on his account.

The Trustees of Boston College reserve the right to change the rate of tuition and fees and such changes may be made applicable to students already enrolled in the School.

SCHOLARSHIP AND FINANCIAL AID

The following scholarships are available to students at the Law School:

1.) Fifteen Presidential Scholarships, established by the Trustees of Boston College in honor of the Reverend James H. Dolan, S.J., founder of the Law School during his presidency of Boston College, Reverend John B. Creeden, S.J., first Regent of the Law School and the following past presidents of Boston College: John Bapst, S.J., Robert Fulton, S.J., Thomas Gasson, S.J., Charles W. Lyons, S.J., John McElroy, S.J., William J. McGarry, S.J., Timothy Brosnahan, S.J., William F. Gannon, S.J., William Devlin, S.J., and W. J. Read Mullan, S.J. These are full scholarships to be awarded each year to students entering the Law School. Applicants must be outstanding in their college graduating class and must attain a high score in the Law School Admission Test. Beneficiaries are expected to attain the Dean's List and to participate in the work of the Law Review.

2.) *The Keefe Scholarship*, in the principal sum of \$15,000, established in 1956 by the late Margaret M. Keefe in memory of The Keefe Family.

3.) *The O'Connell Scholarship*, in the principal sum of \$8,000, established in 1946 by Patrick A. O'Connell of Boston, in memory of his son, Edmund Fabian O'Connell.

4.) *Two academic awards* of half tuition granted to the highest ranking non-scholarship students entering the second year Day class.

5.) *The Walter R. Morris Scholarship*, established by the friends of the late Professor Morris who served on the faculty of the Law School from 1929 to 1938.

6.) *The John J. Flynn, Jr. Loan Fund*, established by the past presidents of the Newton-Waltham-Watertown Bar Association in honor of one of their past presidents.

7.) *The Parker Morris, Esq. Scholarship Fund*.

8.) *The Norfolk County Bar Association Loan Fund*, established for worthy students residing in Norfolk County.

9.) Students at the Boston College Law School may obtain loans up to \$1,000 for each year of three years of law school under an arrangement made by Boston College Law School, the Massachusetts Bar Association and the Chemical Bank, New York Trust Company. This plan utilizes scholarship funds from the Massachusetts Law Society and the Gerald P. Walsh Memorial Fund. A relatively low rate of interest on the loans is charged with the loan becoming due and payable five months after graduation; at that time the borrower agrees to pay 60 equal monthly payments over five years until the debt is discharged.

10. In addition to loans available under the plan of the Massachusetts

Bar Association each resident of Massachusetts may obtain loans up to \$500 each year under the Higher Education Loan Plan, Inc., Statler Building, Boston, Massachusetts.

All students interested in scholarships, grants and loans are invited to fill out the application and discuss the matter with the dean or other official of the Law School. Federal loans are also available at Boston College.

HOUSING AND BOARDING FACILITIES

The Director of Resident Students, Boston College, Chestnut Hill, Massachusetts 02167, maintains a list of private homes, rooms and apartments near Boston College where living facilities are available. Correspondence regarding this matter should be directed to this office.

No difficulty has been experienced by law students in obtaining adequate and attractive living accommodations near the Boston College Law School.

All law students are eligible to utilize the extensive athletic facilities of the university.

Resident Law School students are automatically included in the Boston College Health Program which includes Accident and Sickness Insurance.

DESCRIPTION OF COURSES

Casebooks subject to change

ADMINISTRATIVE LAW

3 Sem. Hrs.

Administrative tribunals in the present political and social order. Rule making powers. Procedure: right to notice; necessity, form, content, and service of pleading. Conduct of hearings and procedural safeguards against abuse from administrative action. Impartiality, right to appear, issuance of subpoenas, admissibility of evidence, official notice, and the examination of witnesses. Necessity and adequacy of findings of fact. Methods and scope of judicial review. The Administrative Procedure Act and pertinent state statutes.

Casebook: Gelhorn and Byse, *Administrative Law—Cases and Comments*. (1960 ed.).

AGENCY

2 Sem. Hrs.

Agency distinguished from various other legal relationships. The agent's authority, formalities in the appointment of an agent, types and sources of the agent's authority. Unauthorized acts by agents and the legal effect of the principal's ratification of such acts. Termination of the agent's authority. The course concludes with a brief survey of cases dealing with the liabilities of employers for torts of their servants.

Casebook: Mechem, *Cases on Agency*, (4th ed.).

BUSINESS ASSOCIATIONS

4 Sem. Hrs.

The first part of this course treats primarily of partnerships, but also of other unincorporated associations, such as joint stock companies, business trusts and limited partnerships; the formation of partnerships, partnerships property distinguished from separate property and a partner's interest therein, assignment of a partner's interests, remedies of a separate creditor, liability of a firm for partner's acts, partnership obligations and enforcement thereof, rights of partners inter se, dissolution and settlement of partnership affairs. The second and major part of the course deals with business corporations; their organization and promotion; corporate powers, distribution between shareholders, directors and officers, mode of exercising same; voting trusts; duties of directors, remedies available to shareholders for enforcement of same; creation, maintenance, decrease and increase of corporate capital.

Casebook: Baker and Cary, *Cases on Corporations* (unabridged ed.) Mimeographed Materials, Partnerships.

COMMERCIAL LAW

5 Sem. Hrs.

A study of the problems related to the distribution of good and payment thereof. Emphasis is placed upon the various Uniform Laws and to some extent upon the Uniform Commercial Code. Situations treated involve questions as to the standard of quality, passage of property to chattels, remedies of the buyer and the seller, purchase money security, rights of the financing agency, notes and accounts receivable, payment by check, sureties and indorsers, forgery and alteration of negotiable instruments, bona fide purchasers, recording of security interests, inventory as security, and goods in storage and in transit.

Casebook: Farnsworth, *Negotiable Instruments*.

CONFLICT OF LAWS

3 Sem. Hrs.

The problems of determining the law applicable to juristic situations having contracts with more than one state or country; domicile; an examination of the bases of jurisdiction of states and of courts; the nature, obligation, effect, recognition and enforcement of foreign judgments; the choice of law rules applied with reference to torts, workmen's compensation, contracts, property, marriage and divorce, and problems of status; the use of the internal law of the forum; the source of rules in the conflict of law, and the influence of the Constitution on conflict of laws problems; substance and procedure; jurisdiction to tax; the administration of estates.

Casebook: Cheatham, Goodrich, Griswold, and Reese
Conflict of Laws (4th ed.)

CONSTITUTIONAL LAW

4 Sem. Hrs.

The doctrine of judicial review of legislation. Reciprocal immunities of the federal and state governments. Express and implied powers of the federal government. The commerce clause as a source of federal power and as a limitation upon the power of the states. A study of the constitutional provisions in aid of individual rights and privileges, particularly the due process clause and the equal protection clause.

Casebook: Freund, et al, *Constitutional Law* (2nd. ed.)

CONTRACTS

6 Sem. Hrs.

The origin and development of the contractual concept. The formal contract and its present status in the law. Simple contracts and their fundamental elements; the offer, acceptance and consideration. The rights and obligations of third parties to contracts; third party beneficiary contracts; assignments. The scope of meaning of contracts. Performance of contracts, express and implied conditions, impossibility of performance. Discharge of contracts, novation, release, accord and satisfaction. Illegal contracts. The Statute of Frauds.

Casebook: Patterson, Goble, Jones, *Contracts* (4th ed.)

CORPORATE FINANCE AND TAXATION

3 Sem. Hrs.

An examination of the problems arising under state and federal law upon the organization, financing, reorganization and dissolution of the corporate entity. Special consideration of state and federal regulation of corporate distributions. Tax effects involved in corporate organization, dividend distributions and stock redemptions. Capital stock, classes of stock and rights of the classes. The management of income and conservation of working capital.

Casebook: Baker and Cary, *Cases and Materials on Corporations*.

CREDITORS' RIGHTS

2 Sem. Hrs.

The collective rights of creditors are considered, including compositions, creditors' agreements, assignments for the benefit of creditors, and arrangements. Primary emphasis is given to the first seven chapters of the Bankruptcy Act. Certain rights of individual creditors are also considered.

Casebook: Hanna & McLachlan, *Creditors' Rights*.

CRIMINAL LAW

4 Sem. Hrs.

General principles underlying the use of the criminal law are examined, especially as these are involved in the sentencing responsibilities of legislatures, courts and administrators. The nature and scope of several defenses as well as the homicide, theft and conspiracy offenses are considered in detail. Major problems of criminal law procedure and enforcement are included.

Casebook: Paulsen and Kadish, *Criminal Law and Its Processes*.

PROBLEMS IN CRIMINAL LAW

2 Sem. Hrs.

A seminar in which are examined special classifications made in the criminal law such as juvenile delinquency, sex offenders, youthful offenders, habitual offenders. The focus is on determining the extent to which scientific knowledge supports the classifications and the conformity of the law to this knowledge. Attention is given to the role of counsel in the adjudications involved. Students are required to submit research papers and to present reports at seminar meetings. Field trips to various institutions are taken.

EQUITY

4 Sem. Hrs.

History of Equity; powers of the courts; specific performance of affirmative and negative contracts; relief for and against third persons; equitable servitudes; conversion by contract; partial performance; the Statute of Frauds; relief against torts including trespass, nuisance; wrongs involving criminal misconduct; business injuries; defamation and protection of interests of personality; social and political relations.

Casebook: Chafee and Re, *Cases and Materials on Equity* (4th ed.)

ESTATE PLANNING

3 Sem. Hrs.

An examination of the various methods of preserving and disposing of wealth to benefit the family group. The uses of the will, inter vivos revocable and irrevocable trusts, non-trust gifts, the different kinds of insurance, and forms of concurrent ownership as instruments in the estate plan. Analysis of the impact of estate, inheritance, gift and income taxes on the disposition of property under different plans. An examination of estate plans with emphasis on draftmanship and the desirability of the different modes of procedure open to the estate planner. Special consideration of future interest problems, powers of appointment, disposition of business interests, the marital deduction multiple state death and income taxation of dispositions of property and charitable gifts. Selecting fiduciaries and granting them administrative powers.

Casebook: Casner, *Cases, Statutes, Texts and Other Materials on Estate Planning*.

EVIDENCE

4 Sem. Hrs.

Law and fact, functions of the judge and the jury; testimonial, circumstantial, and real evidence; relevancy, competency and privilege; writings; examination of witnesses, offer of evidence, exceptions and review of questions of law and fact.

Casebook: Ladd, *Cases, Evidence* (2nd ed. 1955).

FAMILY LAW

2 Sem. Hrs.

A study of the civil law of persons and domestic relations at common law and under modern statutes. The laws concerning marriage and divorce, separation and annulment. The parent and child relationship; infants and adoptions; effect upon property, contracts and torts. Ethical obligations of lawyers and judges respecting separation, divorce and annulment.

Casebook: Jacobs and Goebel, *Cases and Materials on Domestic Relations* (4th ed.)

FEDERAL JURISDICTION AND PROCEDURE

3 Sem. Hrs.

The limitations on federal judicial power. Jurisdiction and venue of civil cases in the federal district courts. The law applied in the federal courts. Procedure under the Federal Rules of Civil Procedure. The relations of state and federal courts. The jurisdiction of the federal courts of appeals. The original and appellate jurisdiction of the United States Supreme Court.

Casebook: Forrester, *Cases and Materials on Federal Jurisdiction and Procedure* (2nd ed. 1950).

INSURANCE

2 Sem. Hrs.

An examination of the rules, principles and concepts of insurance law; the formation and regulation of the insurance carrier; the special characteristics and requirements of the insurance contract. Particular attention is given to the construction and enforcement of insurance contracts, to the legal devices upon which the insurer relies in the selection and control of risks and to the inter-relationship of insurance and the insurance carriers with customary public practices. Also considered are the problems of premium rate determination, the anti-trust aspects of concerted rate-making and state vs. federal regulations.

Casebook: Patterson, *Cases on Insurance*.

INTERNATIONAL LAW

3 Sem. Hrs.

An introductory course, treating of the principles and practice of the law governing relations between States. The course will consider such topics as the nature and sources of international law, State responsibility, and international claims, international agreements, recognition of States, hostile relations of States, and pacific settlement of international disputes.

Casebook: Bishop, *Cases and Materials on International Law*.

LEGAL PROBLEMS OF INTERNATIONAL BUSINESS TRANSACTIONS

3 Sem. Hrs.

This course will deal with various legal problems which arise when one engages in business activities outside one's own country. The course will consider such questions as American laws which reach business transactions outside the United States, foreign laws controlling business, the protection of intangible business property abroad, the taxation of foreign income, and foreign exchange regulations.

Not being offered 1964-1965

JUDICIAL ADMINISTRATION

2 Sem. Hrs.

A study of institutions involved in the administration of justice, and of the legal relationships which shape and limit the role of the lawyer in modern society. Proposals for reform in substantive and procedural areas are considered. A course paper of publishable quality is required of each student, on a subject which has been approved for investigation and class report.

Not being offered 1964-1965

JURISPRUDENCE

2 Sem. Hrs.

A fundamental course in the philosophy of law. An investigation into the ultimate purposes of civil war as expounded in the philosophy of the Natural Law and in various other schools of legal thought. The origin and nature of laws, rights and obligations. The source, purpose and limitations of civil authority. The course utilizes cases from various branches of the law, particularly due process cases.

Casebook: John Wu, *Wu's Cases*.

LABOR LAW

3 Sem. Hrs.

Introductory consideration of organized labor in a free enterprise society. Establishment of collective bargaining including representation and bargaining status under the National Labor Relations Act. Nature of the collective bargaining process, collective bargaining agreements and the administration thereof pursuant of grievance machinery and arbitration. Legal limitations on employer and union economic pressure. Legal controls which are applicable to intra union relationship.

Casebook: Wallet & Aaron, *Labor Relations and The Law* (2nd ed.)

LABOR LAW SEMINAR

2 Sem. Hrs.

This course is available to students who have completed the basic course in Labor Law; it is primarily concerned with problems of National Labor Relations Board practice and procedure and the lawyers part in the collective bargaining process; transcripts of fictitious Board hearings are examined and form the basis for discussion and reports; students are required to draft contract provisions calculated to incorporate negotiated settlements and arbitration awards.

Casebook: Mimeographed materials.

LAND USE CONTROL AND PLANNING

2 Sem. Hrs.

A course in seminar form designed to explore in depth various problems in zoning, urban redevelopment, subdivision control and other public and private law areas affecting land use, with a concurrent study of the underlying social and economic policy problems in these areas. Students are required to submit a paper and will be assigned research topics for presentation at seminar meetings.

Materials: To be announced.

LEGAL ACCOUNTING

2 Sem. Hrs.

A study of basic bookkeeping procedures and the mechanics of financial statement preparation followed by case studies of the legal bases of accounting principles. The focus is on the area of accounting judgments and their related legal problems rather than on the technical aspects of accounting theory. No previous knowledge of accounting is required.

Casebook: Amory & Hardee, *Materials on Accounting*
(Third Edition)

LEGAL RESEARCH

1 Sem. Hr.

An introduction to the judicial process, comprising brief history of common law procedure and organization of the court system. Analysis of the manner of reading cases, case briefing, precise evaluation of the rule of a case, and the rule of stare decisis. Legal bibliography and the use of law books. Introduction to the technique of legal writing including legal memoranda, briefs and case criticism. In addition to lectures to the entire class, first-year students are divided into small groups for more personal instruction in the use of research materials.

Textbook: Mimeographed materials.

PROPERTY

6 Sem. Hrs.

This course deals with personal property and real property with the exception of the more complex aspects of Future Interests. It covers the following topics: problems in possession including types of possession, bailments and remedies based on possession; gift of personal property; bona fide purchase of personal property; the recording system of land transfers, covenants for title, title insurance and the title registration; historical background of the land law, estates, landlord and tenant; the land law prior to the Statute of Uses, the Statute of Uses, and its effects, elementary aspects of Future Interests; the Statute of Frauds; and rights incident to ownership of land.

Casebook: Casner and Leach, *Cases on Property* (rev. ed.).

Textbook: Moynihan, *Preliminary Survey of the Law of Real Property*.

REMEDIES

4 Sem. Hrs.

The history and organization of the judicial system. Proceedings in an action at law. Forms of action; the pleadings; the validity and effect of judgments; jurisdiction over the person. Proceedings against property; proceedings in rem; attachment and garnishment. Trial and adjudication at law; trial by jury; non-suit; directed verdict; instructions to the jury; verdict; motions after verdict; default; judgment. Extraordinary legal remedies. The history of equity; development and classification of equity jurisdiction.

Casebook: Chadbourn-Levin, *Cases and Materials on Civil Procedure*.

RESTITUTION

3 Sem. Hrs.

The substantive problems arising where a person has received a benefit from another under circumstances where it would be unjust for him to retain that benefit. The problems treated include situations where the benefits are conferred voluntarily; in the performance of a contract; as a result of a mistake, including misrepresentation; as a result of physical, economic or legal compulsion; or as a result of the tortious conduct of the person enriched. The course deals with principles which afford the student an opportunity to review and integrate much of the material covered in his previous legal studies, and which may enable him to secure greater recovery for his clients in practice.

Casebook: Wade, *Cases and Materials on Restitution* (1958).

SECURITIES REGULATION

2 Sem. Hrs.

A survey of the statutes administered by the Securities & Exchange Commission, with particular reference to (1) the registration and prospectus requirements of the Securities Act of 1933 and the related exemptions, (2) the effect of Federal statutes upon common law standards of disclosure in the purchase and sale of securities and (3) the duties of fair dealing and disclosure imposed by Federal law upon corporate management in its relations with stockholders.

Casebook: Loss (Block), *Securities Regulation (Student Edition)*.

TAXATION—I

4 Sem. Hrs.

A fundamental course in federal taxation. A study of source materials of federal taxation, such as legislative materials, the Internal Revenue Code, and Treasury Regulations. Tax procedure; the organization of the Internal Revenue Bureau; and the function of federal courts in tax matters. Constitutional and interpretative questions arising from the federal estate, gift, and income tax. Problems in computation of estate, and income taxes are assigned to develop familiarity with federal tax form and their use.

Casebook: Bittker, *Federal Income, Estate and Gift Taxation*.

TAXATION—II

3 Sem. Hrs.

Tax problems in connection with the organization, operation, purchase and sale, reorganization and liquidation of corporations, and of corporate dividends, including stock dividends, redemptions, and distributions in partial and complete liquidation. Tax treatment of business purchase agreements, collapsible corporations, personal holding companies and corporations with improper accumulated earnings.

Casebook: Surrey and Warren, *Federal Income Taxation, Cases and Materials.*

TORTS

6 Sem. Hrs.

Assault, battery, false imprisonment, trespass to land and chattels, and intentional infliction of mental suffering. An intensive study of the law of negligence, or accident law; an analysis of the concept; the measure of damages in personal injury litigation. Survival and wrongful death actions. The concept of strict liability. Nuisance law. The tort liability of owners and occupiers of land, or manufacturers, contractors, and suppliers of chattels. Misrepresentation, libel and slander, invasion of the right of privacy, malicious prosecution and abuse of process, and interference with contractual and other advantageous relations.

Casebook: Seavey, Keeton & Keeton, *Law of Torts.*

TRIAL PRACTICE

2 Sem. Hrs.

This course deals with problems of proof and persuasion in the trial of actions. The function and responsibility of the trial lawyer will be considered, together with intensive consideration of the methods of developing facts at both the trial and pre-trial stages. Emphasis will be on assigned problems which require practical application of rules of procedural and substantive law in a typical trial context.

Casebook: To Be Announced.

TRADE REGULATION

3 Sem. Hrs.

General survey of trade regulation by public and private power; the Sherman Act: monopolization, contract, combination and conspiracy; certain problems as affected by the Clayton Act, Federal Trade Commission Act, and Robinson Patman Act including: patent, copyright and trade mark use; tying agreements and exclusive dealing arrangements; resale price maintenance and discriminatory pricing; mergers; unfair competition.

Casebook: Schwartz, *Free Enterprise & Economic Organization* (2nd ed.)

TRUSTS AND ESTATES

6 Sem. Hrs.

Intestate succession; execution and revocation of wills; incorporation by reference and related problems. Creation and elements of the trust, the powers, duties and liabilities of the trustees; charitable trusts. Reversions, remainders and executory interests at common law and under modern legislation. The creation and execution of powers of appointment. The construction of limitations, particularly of class gifts. The nature and application of the rule against remotely contingent interests and related rules.

Casebook: Ritchie, Alford and Effland, *Decedents' Estates and Trusts*.

SUMMER SESSION



CHESTNUT HILL, MASSACHUSETTS 02167

GENERAL INFORMATION

ADMISSIONS

All courses in the Summer Session are co-educational. Anyone who has graduated from high school may be admitted to any courses for which there are no prerequisites of college level.

Acceptance of a student by the Summer School does not imply acceptance by any other division of the university. Students who wish to receive undergraduate or graduate degrees from Boston College must make formal application to that division of the university granting the degree.

Undergraduate Programs:

Boston College students must present to the Summer School Office at the time of registration (June 24 or 25) written authorization from their own Dean's Office for all work to be done in the Summer Session. No one may register without such authorization.

Students from other colleges and universities must present to the Summer School Office written authorization from their own Dean's Office for all work to be done in the Summer Session. No one may register without such authorization.

Students not enrolled in any college or university may attend the Summer Session as "Special Students", according to the norms stated in the first paragraph above under 'Admissions'. No authorization is needed for registration of Special Students.

No undergraduate student may enroll for more than nine credits, i.e. three courses, not even if authorized by his own Dean's Office to do so.

Graduate Programs:

(1) *Graduate School of Business Administration*

The Graduate School of Business Administration conducts its own summer term, separate from the regular Summer Session. For further information, see page 42 of this *Bulletin*. All references in this *Bulletin* to graduate regulations and courses pertain to the Graduate School of Arts and Sciences.

(2) *Graduate School of Arts and Sciences*

The Summer School and the Graduate School of Arts and Sciences are administratively distinct. Graduate level arts and science courses in the Summer School are open to students of the Graduate School of Arts and Sciences and to other qualified students.

Mere registration in a graduate level course in the Summer School does not imply admission into the Graduate School of Arts and Sciences. Students who desire to enter the Boston College Graduate School of Arts and Sciences should write for application forms and information to:

Office of the Graduate School of Arts and Sciences
Boston College, Gasson 102
Chestnut Hill, Massachusetts 02167

THOSE WHO WISH TO INITIATE GRADUATE STUDIES IN SUMMER SESSION SHOULD HAVE ALL APPLICATION PAPERS ON FILE IN THE GRADUATE OFFICE BY MAY 1, 1964. Applicants complying with this directive will have their application fee

waived; applicants submitting papers at a later date will be charged the \$10 application fee.

Those who wish to attend graduate level courses without using the credits toward a degree should not apply for admission to the Graduate School. They need only consult the appropriate department chairman at the time of registration in the Summer School. Those who desire to transfer graduate level credits to another institution should obtain in advance the approval of the school to which credit is to be transferred.

No graduate student may enroll for more than six credits, i.e. two courses, not even when the courses are taken to fulfill prerequisites or to prepare for modern language examinations.

SUMMER GRADUATION — Graduate students who have completed all degree requirements by August 14, 1964, will be considered eligible to receive the degree as of that date. A graduation fee of twenty dollars along with all other financial obligations must be paid before the degree may be awarded. An official transcript of grades may be obtained along with the diploma at the Graduate Office, Gasson 102 after October 28, 1964. There are no commencement exercises in the summer. The names of those who graduate in the summer are included in the commencement program of the following June and these persons are welcome to join the June candidates.

REGISTRATION

(1) *For Summer Session Courses:*

Advance Registration—All, except Boston College undergraduates, may register in advance by mail. Applications for Advance Registration will be sent upon request; a form requesting Application for Advance Registration is in this *Bulletin*. The Advance Registration Deposit of \$10 is not refundable, but is deductible from total charges, which are to be paid upon arrival at Boston College for the opening of summer classes.

The closing dates of Advance Registration are:—

June 1—for all except Part II courses;

June 15—for Part II courses.

Regular Registration—All who have not registered in advance must register *in person* in Roberts Center on June 24 or 25 or in Campion Auditorium on June 29, for all except Part II courses. Registration for Part II courses close July 20.

Late Registration—for four-and six-week courses only: Campion Auditorium, June 30 and July 1.

(2) *For Summer Institutes:* see page 9.

AUDITORS

Students not taking courses for credit and not eligible for examinations and grades, may register for undergraduate or graduate programs. See page 8 for audit charges.

VETERANS AND WAR ORPHANS

Boston College is approved for the training and education of veterans and of those who come under the provisions of the War Orphans Act.

Information may be obtained from Miss Eileen Tosney, Gasson 105.

CHANGES AND WITHDRAWALS

Change of Course

Applications for a change of course must be obtained in the Summer School Office no later than July 1. After this date no change will be permitted, except in the case of Part II courses. A fee of \$5.00 will be charged for each course changed subsequent to registration.

Change of Status

Applications for a change from a credit to an audit status must be obtained in the Summer School Office no later than July 24. After this date no such change will be permitted.

Withdrawals

A student who finds it necessary to withdraw from Summer School must give immediate *written* notice to the Summer School Office. *Mere cessation of attendance does not constitute withdrawal from the Summer School.*

Students who give official notice of withdrawal, in writing, to the Summer School Office will be refunded 80% of tuition until July 3. Fees are not refunded. No adjustments are made on tuition accounts after July 3.

Any notice of withdrawal is considered effective as of the date it reaches the Summer School Office. No refunds or adjustments in bills are automatic.

GRADES

Grade reports will be mailed to all students whose financial accounts have been settled in full, as soon as possible after the close of the Summer Session; no information about grades will be given over the telephone.

All course work must be completed by the date set for the course examination.

Undergraduates:

The grading system is: A, A-, excellent; B+, B, B-, good; C+, C, C-, satisfactory; D+, D, D-, passing but unsatisfactory; E, failure.

Graduates:

The passing grade in individual courses is B- (80-82%), but no more than ten credits altogether may be of this grade, and students must achieve a B average in their course work as a whole.

A grade of 'Incomplete' will be automatically given to any graduate student who withdraws from a course later than July 24.

LATE AND MAKE-UP EXAMINATIONS

There are no late and no make-up examinations for Summer Session courses.

BOSTON COLLEGE BOOKSTORE

The Bookstore, located in McElroy Commons, will be open Monday through Friday, 8:30 a.m. to 4:30 p.m.

No charges are allowed at the Bookstore.

The Bookstore will close for summer vacation on Tuesday, August 4, at 4:30 p.m.

HOUSING ACCOMMODATIONS

Facilities will be available in the Boston College Residence Halls for Religious men and women attending Summer Courses or Summer Institutes and for laymen and laywomen attending *Graduate* Courses or Summer Institutes.

All Religious applying for housing accommodations *must* include their *Family Name* and the name and address of their permanent convent or religious house.

Board and room rates are \$6 per day, single occupancy, and are computed from the date of arrival to the date of departure. The \$6-a-day rate is a flat rate and is not subject to adjustment because of overnight absence or absence from meals. The full charge for board and room for the regular Summer Session is \$246.

Most Summer Session Institutes vary in length of time; and the charge is assessed at the rate of \$6 a day, based upon the number of days shown in the Institute Announcement. All applicants for housing accommodations during a Summer Institute must indicate the specific Institute to be attended.

All rooms are completely furnished, including linen and blankets. Board includes three meals a day, seven days a week. All meals are served in McElroy Commons.

Board and room accommodations will be available for participants in the Institute on Higher Education (June 15-17).

For members of Summer School Courses and other Summer Institutes, the Residence Halls will open on Sunday, June 28, and will close on Saturday, August 8. Apart from participants in the early Institute mentioned above, resident students cannot be accommodated before or after these dates.

The first meal served in McElroy Commons will be the evening meal on Sunday, June 28. The last meal served will be lunch on Saturday, August 8.

A form requesting an Application for Housing Accommodations is in this *Bulletin*. This form, and all inquiries about summer housing, should be addressed to:

Mrs. Marion A. Mahoney
Director of Summer Housing
McElroy Commons
Boston College
Chestnut Hill, Mass. 02167

TUITION AND FEES

An Advance Registration Deposit of \$10 (non-refundable, but deductible from total charges) will be paid by all who register in advance by mail. *No other payment is to be made in advance.*

Except for the Advance Registration Deposit mentioned above, all fees and tuition are to be paid in full at the time of registration in June. Enrollment is not complete without payment, and a student will not be permitted to enter class without a class admission card properly validated by the Treasurer.

Advance Registration Deposit (non-refundable, but deductible from total charges)	\$10.00
Registration Fee — to be paid by all students	5.00
Late Registration Fee, for six-week courses (June 30 and July 1)	10.00
Tuition (*):	
Per Credit (*)	40.00
First audit course (per credit) (*)	40.00
Subsequent audit courses (per credit)	20.00
Change of Course Fee	5.00
Reading and Research, Thesis Seminar, Thesis Direction (per credit or point) (*)	40.00
Laboratory Fees:	
Language Laboratory (per 3-credit course)	5.00
Science Laboratories (per course) (unless otherwise noted)	25.00
Economic Statistics	10.00
Quantitative Analysis for Business and Economics	10.00
Each course carrying a Laboratory Fee is so noted under 'Courses of Instruction'.	

(*) A Tuition reduction is granted to Religious for credit courses, and the first audit course ONLY.

Payments are to be made at the ticket windows in the foyer of Roberts Center on June 24 and 25; after these dates, payments are to be made at the Treasurer's Office, Gasson 100.

Make all checks payable to Boston College Summer School; if mailed, they should be sent direct to the Treasurer's Office.

During the Summer Session the Treasurer's office hours are as follows:

Daily (Monday through Friday)	9:00 a.m. to 5:00 p.m.
Friday, June 26	9:00 a.m. to 8:00 p.m.
Saturday, June 27	9:00 a.m. to 1:00 p.m.

No grades or transcripts of grades are issued to students whose financial accounts have not been settled in full.

SPECIAL INSTITUTES AND WORKSHOPS

Registration for Institutes will take place at times and places designated by the Directors. Those who plan to attend an Institute should not register in Roberts Center on June 24 or 25, or in Campion Auditorium on June 29 to July 1.

PAYMENT IS TO BE MADE ON THE OPENING DAY OF EACH INSTITUTE—NOT IN ADVANCE.

INSTITUTE ON CRITICAL ISSUES IN HIGHER EDUCATION

June 15-17, 1964

A three day, non-credit Institute on Critical Issues in Higher Education will be conducted as a Summer Session offering of the Center for Higher Education from June 15 through 17, 1964. The Institute is intended to meet the needs of advanced graduate students, faculty members, administrators, and institutions who are involved daily in the multiple and complex issues of higher learning. The addresses, discussions, and small-group sessions will offer Institute members ample opportunity for thoughtful exploration and consideration of a variety of current and critical questions in American colleges and universities.

The general plan of the Institute provides daily for two morning and one afternoon lectures by nationally recognized authorities in higher education. The lectures will be followed by question and discussion sessions. Following the afternoon lecture and discussion period, members may choose one of three group sessions in which to participate and pursue points germane but not identical to those raised in preceding sessions. The Institute meetings are designed to give members generous opportunities to exchange ideas and to have close contacts with the Institute staff.

Included among the Institute lecturers are: President John D. Millett, Miami University, Oxford, Ohio; Dr. Ruth Eckert, Professor of Higher Education, University of Minnesota; Rev. Paul C. Reinert, S.J. President, Saint Louis University; Dr. John J. Walsh, Director, Office of Educational Research, Boston College; Dr. Francis A. J. Ianni, Director, Cooperative Research Branch, U. S. Office of Education, Department of Health, Education, and Welfare; Dr. Philip J. McNiff, Archibald Gary Coolidge Bibliographer and Associate Librarian for Resources and Acquisitions, Harvard University; Dr. Paul L. Dressel, Director of Institutional Research, Michigan State University; and Dr. George N. Shuster, Assistant to the President, University of Notre Dame.

The following topics are representative of the areas to be considered in the Institute: the crises of the colleges, intellectual climate in the college community, faculty-administration relationships, persistent issues in college teaching, value orientations of college students, the library in the life of a college, the research grant: from proposal to project, institutional evaluation, student-faculty relationships, gifted students and the

student "mix," institutional cooperation, research and teaching: complementary or contradictory, graduate school-undergraduate college liaison, and faculty recruitment and utilization.

Morning and afternoon sessions will be held during the three days of the Institute. No evening sessions are scheduled.

Institute fee: \$40

Registration: West Foyer, McElroy Commons—9:00-10:00 a.m., June 15.

Dormitory Accommodations: Room and Board: \$6 per day. See "Room and Board" p. 7.

For additional information, write:

Dr. Edward J. Power
Director, Center for Higher Education
School of Education
Boston College
Chestnut Hill, Massachusetts 02167

WORKSHOP IN SCIENCE FOR ELEMENTARY SCHOOL TEACHERS IN GRADES 4-5-6

July 13 to July 17—9:00 a.m. to 3:30 p.m.

*Co-sponsored by the Boston College School of Education and the
Massachusetts Junior Engineering Technical Society—JETS*

The general plan of this non-credit workshop provides for a lecture by a recognized authority at each morning session. Afternoon sessions will be workshops with students using simple kits of materials for experiments that can be conducted in classrooms.

The following topics are representative of the areas to be considered: magnetic fields, electricity, electric board games, crystal radio, planetaria, starscopes, seasons, etc. One all-day field trip is planned around insect life, including collecting and mounting specimens.

This workshop is open to elementary school teachers of any grade level. Students will be selected by the Director from grades 4, 5, and 6, but subject matter can be adapted for use in all grades.

Workshop Fee: \$15.00, including field trip.

Kits of Classroom Materials: \$12.00.

Applications close June 15; the workshop will be limited to 100 participants.

Registration: West Foyer, McElroy Commons; 8:30 a.m. to 10:00 a.m., July 13.

Housing Accommodations: Room and Board: \$6 per day; see page 7.

The Workshop Director is Mrs. Marie A. Bonello, Massachusetts State Co-ordinator of the Massachusetts Junior Engineering Technical Society—JETS.

For further information and application, write to:

Mrs. Marie A. Bonello
Boston College Summer School
Campion Hall
Chestnut Hill, Massachusetts 02167

SUMMER INSTITUTE IN RADIATION BIOLOGY
FOR SENIOR HIGH SCHOOL TEACHERS OF BIOLOGY

June 29 to August 7

A Teacher Training Program
Sponsored Jointly By
The National Science Foundation
and
The Atomic Energy Commission

The Institute will consist of an integrated lecture and laboratory study of the types of radiations in the electromagnetic spectrum and unstable isotopes; the physical and photochemical reactions to radiation and their biological implications; the tracer and therapeutic application of radiation in the biological system; and the precautions necessary for the utilization of radioactive material in the biological experiment.

To be eligible to participate in the Institute, the applicant (man or woman must:

1. Possess a Bachelor's degree.
2. Have completed at least three academic years of Senior High School teaching by the time of admission to the Institute, at least one of which must have been in the field of Biology (and that within the last three years).
3. Devote full-time to the Institute during the entire session.

Further priority will also be given to applicants who have not had the opportunity of previous Summer Institute participation. The Institute is particularly designed towards work at a level normally requiring at least two to three years of prior study in basic subject matter.

Six academic credits may be earned by successful participation in the Institute; these are "upper-division" credits, for qualified graduates and advanced undergraduates. Successful participation in the Institute will be recognized by the award of a special Certificate of Postgraduate Study of Radiation Biology.

Due to the limited number of participants permitted (20), the Institute is restricted to N.S.F. and A.E.C. sponsored trainees only (as determined by the selection committee of the Institute).

Address inquiries to:

Dr. Walter J. Fimian, Jr.
Director, Radiation Biology Institute
Boston College
Chestnut Hill, Massachusetts 02167

SUMMER INSTITUTE IN MATHEMATICS FOR JUNIOR AND SENIOR HIGH SCHOOL TEACHERS

June 29 to August 7

This Institute is sponsored by the National Science Foundation for those who receive NSF awards. However, a few non-National Science Foundation teachers will be accepted on regular Summer School status for any or all courses.

Tuition \$40 per credit—Registration \$5.

Address inquiries to:

Reverend Stanley Bezuska, S.J.
Mathematics Institute Director
Boston College
Chestnut Hill, Massachusetts 02167

SUMMER INSTITUTE IN PHYSICS FOR SENIOR HIGH SCHOOL TEACHERS OF PHYSICS

June 29 - August 7

Under the sponsorship of the National Science Foundation, this Institute aims at helping teachers with weak or insufficient background training in Physics. Studying Electricity and Magnetism thoroughly, this is the second part of a sequential study of the fundamental areas of physics, concentrating on one at a time to allow full understanding of the principles and mathematical techniques involved. There are no formal prerequisites for the program; mathematical tools will be developed as need arises in the presentation of Physics as a unified whole. Previous Institutes were devoted to Mechanics, Electricity & Magnetism, Optics & Heat, Modern Physics, and Electronics and Radioactivity.

Participants will be chosen from applicants possessing the following requirements:

1. Appointment, for 1964-65 as a Physics teacher in senior high school.
2. Preferably, one to ten years experience in teaching Physics in senior high school.
3. Less than 18 semester-hours of upper-division credit in Physics, exclusive of those earned in this sequence.
4. Preferably, credit for successful participation in previous Institutes in Physics in this sequence at Boston College, but not in Electricity & Magnetism.

Daily sessions comprising both morning and afternoon meetings, will include lectures, demonstrations, laboratory exercises, and discussions with staff members individually or in small groups.

Six upper-division credits, applicable in partial fulfillment of the requirements for the degree of Master of Education or of Master of Arts in Teaching, will be awarded for successful participation in the

Institute. Successful completion of the sequence of five Institutes will be recognized by a special Certificate of Postgraduate Study of Physics.

If numbers permit, a few teachers of Physics who otherwise possess the requirements may be admitted to the Institute, without National Science Foundation sponsorship, on regular Summer School status.

Tuition \$40 per credit. Registration \$5.

Address inquiries to:

Dr. Frederick E. White
Director, Physics Institute
Boston College
Chestnut Hill, Massachusetts 02167

MODERN INDUSTRIAL SPECTROGRAPHY

A special two-week course in Modern Industrial Spectrography will be held from July 20 to July 31, 1964. This intensive course applies the principles of emission spectroscopy to the problems of inorganic chemical analysis. It is designed to give people employed in industry a knowledge of the instruments and procedures of spectrochemical analysis. Two hours will be devoted to lectures and six hours to laboratory work each day for two weeks. The most modern industrial spectrographs, microphotometers and accessory equipment are available to all students attending. Academic credits are not granted for this course.

The tuition is \$250.00 for the two-week course.

For all information concerning this course, please apply to:

Rev. James J. Devlin, S.J.
Department of Physics
Boston College
Chestnut Hill, Massachusetts 02167
Telephone: 332-3200, Ext. 241

PRE-COLLEGE READING LABORATORY

June 29 to July 31—*Acting Director*: THOMAS P. HUGHES

This intensive course in the improvement of reading is offered for entering college Freshmen as well as for high school Juniors and Seniors. Reading comprehension, speed, and basic study skills are stressed. Daily sessions are held from 9 a.m. to noon. No academic credit is granted. Tuition \$100. Registration \$5. Registration will take place June 25 and 26, 9 a.m. to noon, Campion Hall, Room 317.

For further information and application, write to:

Pre-College Reading Laboratory
Boston College Summer School
Campion Hall
Chestnut Hill, Massachusetts 02167

COMPUTER PROGRAMMING AND COMPUTER OPERATION FOR HIGH SCHOOL STUDENTS AND SECONDARY SCHOOL TEACHERS

June 29 - August 7

- 1) Course in Computer Programming and Computer Operation for high school students. This is a non-credit course, and the fee for the six week period will be \$60. The course will treat Fortran and machine languages and the student will receive experience on an IBM 1620.
- 2) Course in Computer Programming and Computer Operation for Secondary School Teachers. There will be three upper division undergraduate credits given for this course. Tuition for the course is \$40 per credit together with a \$5 registration fee for a total of \$125. The course will treat the essentials of Fortran and machine language programming. The teacher will have the opportunity to use the IBM 1620 during the course.

For further details and information, write to:

Rev. Stanley J. Bezuska, S.J.
Director, Mathematics Institute and Computer Center
Boston College
Chestnut Hill, Massachusetts 02167

PROGRAM FOR CERTIFICATE AS READING SPECIALIST

Reading Specialist: The Graduate Department of Education offers a sequence of courses, thirty semester hours, leading to certification as a Reading Specialist, approved by the International Reading Association committee on standards.

It is possible to earn a Master's Degree and a Specialist Certificate simultaneously. For students who have received their Master's Degree, a certificate may be secured by completing the courses required in the sequence as: an unclassified student accepted by the Graduate School, a candidate for the Certificate of Advanced Educational Specialization, or a doctoral candidate. The maximum number of transfer credits in any category above is six semester hours, two three-semester hour courses, subject to the approval of the Director of the Specialist Program and the administration. The required courses and electives are listed below:

*Ed 202 Modern Educational Thought, or Ed 203 Philosophy of Education II

*Ed 211 Educational Psychology, or Ed 214 Modern Psychologies and Education

*Ed 201 Research Methods in Education

*Ed 262 Educational Tests and Measurements (Not required for those who have taken the previous requirement, *Ed 260—Statistics I*)

*Ed 264 Psychometrics

*Ed 224 Developmental Reading Instruction

Ed 226 Diagnostic and Remedial Techniques in Reading

Ed 326A Laboratory-Practicum in Reading—6 semester hours
(This combination of Ed 226A—Laboratory, and Ed 326—Practicum will go into effect as of September, 1964. Students who have completed Ed 226A and need Ed 326 may meet the Practicum requirement by taking a second elective *summer 1964 only*.)

An Elective

Electives approved are: Secondary Reading (*227); Statistics I (*260); Supervision (*353, 259); Psychology (*215, 213, *216); Speech (*291); Guidance (*242, 243, 244, *245, 246); Exceptional Child (228A, 228B, 229); Mental Hygiene for Teachers (*247); Children's Literature (222).

Since the Director, Dr. Marion J. Jennings, will be on summer leave, 1964, Ed 224 and Ed 227 will be offered by Dr. Mildred Berwick Cashman, a former member of the staff of the Graduate Department of Education, who is currently Reading Consultant for the Nashua, New Hampshire, Public Schools. Dr. Cashman served as president of the New England Reading Association 1962-1963.

Address all inquiries to:

Dr. Marion J. Jennings
Director, Reading Specialist Program
School of Education
Boston College
Chestnut Hill, Massachusetts 02167

* Will be offered summer, 1964.

THIRD SUMMER SCHOOL IN SPAIN

July 1 to August 13

This program is a joint venture of the Spanish Jesuits directing Deusto Universidad in Bilbao and the Boston College Summer School. Academic credits will be granted by the Boston College Summer School for each course taken during the summer session provided the usual requirements are fulfilled.

The purpose of the Summer School in Spain is to make it possible for American students to learn or to improve their knowledge of Spanish, in both the language and the literary areas. Bilbao in northern Spain was chosen because the area is extremely picturesque, the climate temperate, and the concentration of tourists low.

The language courses will be conducted by Spaniards trained in intensive language methods. Specialists will lecture in the fields of literature, art and history.

An American director will be present during the summer session to assist the faculty and the students in administrative functions.

Requirements

1. Applicants must have successfully completed at least one year of college.
2. Applicants must be over 18; parents or guardians must give written approval for students under 21.
3. Applicants must present evidence of serious academic intentions.
4. Previous knowledge of Spanish is not required.

The Summer School in Spain is open to men and women. It may be taken either for credit or as an audit program.

ACADEMIC PROGRAM

TIMES OF COURSES

July 1 - July 21

Beginning Spanish	Daily (Mon. through Fri.)	10:00 - 1:00
Advanced Spanish	Daily	10:00 - 10:50
History of Spain	Daily	11:00 - 11:50
History of Spanish Literature	Daily	12:00 - 12:50

July 22 - August 12

Beginning Spanish	Daily	10:00 - 10:50
Advanced Spanish	Daily	10:00 - 10:50
History of Art	Daily	11:00 - 11:50
Spanish Folklore	Daily	12:00 - 12:50
Language Laboratory	By assignment	3:00 - 4:00
Field Trips in Art and Folklore		3:00

FACULTY

Dr. Carlos Gonzalez Echegaray	Spanish Literature
Dr. Manuel Basas Fernandez	History of Spain
Dr. Mario Grande Ramos	Folklore
Lic. Javier de Bengoechea	Art
Lic. Fausto Ezcurra	Spanish Language
Dr. Carmelo Saénz de Santa María	Spanish Language

Procedure

1. Interested students should send an application form in duplicate to the American director, together with the following:
 - a. a transcript of college credits;
 - b. a doctor's certificate indicating good health;
 - c. an application fee of \$25.00, which is not refundable (unless the program has to be cancelled) and not applicable to the final sum payable in Spain.
2. Application deadline: May 15, 1964.
3. Acceptance: the student will be informed promptly regarding his acceptance by the Admissions Committee.

Costs

Total cost of room, board, tuition, registration, language laboratory fees, and field trips, exclusive of transportation, will be \$225.00.

AMERICAN DIRECTOR

Rev. Joseph D. Gauthier, S.J.
Boston College
Chestnut Hill
Massachusetts 02167

SPANISH DIRECTOR

Carmelo Saénz de Santa María,
S.J.
Universidad de Deusto
Apartado 1
Bilbao, Espana

COURSES OF INSTRUCTION

Courses numbered	1 - 99	undergraduate courses, lower division
	100 - 199	upper division courses which may be taken for undergraduate or graduate credit
	200 - 299	graduate courses
	300 - 399	graduate seminars

Morning courses numbered through 199 meet daily Monday through Friday.

Classes numbered 200 and above meet five times the first week, three times weekly thereafter according to the ruling of the Department and the discretion of the professor.

Evening courses meet daily Monday through Thursday. (Languages—Monday through Friday.)

The number in parentheses after the title of the course indicates the semester hours credit. Variations in credits are explained under the proper Departmental or course headings.

THE SUMMER SCHOOL RESERVES THE RIGHT TO CHANGE OR WITHDRAW OFFERINGS IF NECESSARY.

THE CLASSROOM NUMBER FOR EACH COURSE IS SHOWN AFTER TIME OF COURSE. LETTERS DESIGNATE BUILDINGS AS FOLLOWS: *N—Cushing Hall; D—Devlin Hall; E—Campion Hall; F—Fulton Hall; G—Gasson Hall; L—Lyons Hall.* If it is necessary to change classrooms as designated in the catalog, change will be posted on door of classroom shown in the catalog.

ACCOUNTING (Ac)

Chairman—ARTHUR L. GLYNN

Office—Fulton 303A

S Ac 1e—ELEMENTARY ACCOUNTING I (3) (June 29 - July 17)

The basic Principles necessary for an intelligent understanding of the books and records used in business. Principles of debits and credits; opening and closing books; classification and analysis of accounts; controlling accounts; the voucher system; trial balance, working papers and the preparation of financial statements.

Daily, 6:00—9:45 p.m., L 302

Prof. to be announced

S Ac 2e—ELEMENTARY ACCOUNTING II (3) (July 20 - August 7)

Basic concepts and procedures of accounting are further developed. Trading and manufacturing operations of business organizations are studied. Analysis of the various types of assets and liabilities is made. Statement analysis is emphasized; fund statements, cash flow statements, and the basic concepts of consolidation are explored.

Daily, 6:00—9:45 p.m., L 302

Prof. to be announced

S Ac 31e—CONTROL (3) (June 29 - July 17)

A managerial control through the use of cost data is stressed. Among the subjects covered are budgeting, standard cost-analysis, cost-volume-profit relationships, differential costs, direct costing and distribution cost analysis.

Daily, 6:00—9:45 p.m., L 201

Prof. to be announced

BIOLOGY (Bi)

Chairman—WILLIAM D. SULLIVAN, S.J.

Office—Devlin 315

Unless otherwise noted, the higher number of credits indicated is granted only to those students who, in addition to the regular requirements of the course, write an acceptable paper. Only one credit may be earned by this paper.

S Bi 21—GENERAL BIOLOGY (3) (4) (June 29 - July 17)

An introduction to the study of plant and animal life, the fundamentals of vital phenomena, and the cell.

Daily, 9:00—10:50 a.m. (lecture) D 317

11:00 a.m.—12:50 p.m. (laboratory) (Fee \$25)

Prof. Francis L. Maynard

S Bi 22—VERTEBRATE ZOOLOGY (3) (4) (July 20 - August 7)

The fundamentals of classification, anatomy and physiology of the vertebrates.

Daily, 9:00—10:50 a.m. (lecture) D 317

11:00 a.m.—12:50 p.m. (laboratory) (Fee \$25)

Prof. Francis L. Maynard

S Bi 51—PHYSIOLOGY OF THE HUMAN SYSTEMS (3)

A treatment of physiological principles with special application to problems in human physiology. The lecture will be illustrated by demonstrations of laboratory material.

Daily, 9:00—10:15 a.m. D 102

Prof. Ralph Francesconi

S Bi 221—MICROBIOLOGY (6) (without laboratory—3)

An introduction to the principles of microbiology, followed by a study of representative bacteria, rickettsia, viruses, yeasts, molds, protozoa and metazoa related to the health of man.

9:00—11:00 a.m. (lecture) D 310

1:00—4:00 p.m. (laboratory) (Fee \$25)

Prof. Robert Coleman

S Bi 299—READINGS AND RESEARCH (3)

By arrangement

THE DEPARTMENT

S Bi 301—THESIS SEMINAR (3)

By arrangement

THE DEPARTMENT

S Bi 305—THESIS DIRECTION (2 Points)

A two-point non-credit course.

By arrangement

THE DEPARTMENT

BUSINESS LAW (BL)

Chairman—JAMES E. SHAW

Office—Fulton 216

S BL 106e—REAL ESTATE (3)

An examination of principles and practices relating to the ownership, management and transfer of real estate including the various interests in land, quitclaim and warranty deeds, recording statutes, title examination, fixtures, easements, restrictions, liens, leases, mortgages, appraisals, and other rights and duties incidental thereto.

Daily, 8:00—9:45 p.m., F 410 *Prof. Vincent A. Harrington*

CHEMISTRY (Ch)

Chairman—ROBERT F. O'MALLEY

Office—Devlin 410

Unless otherwise noted, the higher number of credits is granted only to those students who, in addition to the regular requirements of the course, write an acceptable paper. Ch 1, Ch 2 and Ch 27 *may not be taken without laboratory*.

S Ch 1—GENERAL INORGANIC CHEMISTRY I (3) (4) (June 29-July 17)

The first semester of general inorganic chemistry.

Daily, 9:00—10:50 a.m. (lecture) G 217

11:00 a.m.—12:50 p.m. (laboratory) Fee \$25 D 407

Prof. Timothy E. McCarthy

S Ch 2—GENERAL INORGANIC CHEMISTRY II (3) (4)

(July 20-August 7)

The second semester of general inorganic chemistry.

Daily, 9:00—10:50 a.m. (lecture) G 217

11:00 a.m.—12:50 p.m. (laboratory) Fee \$25 D 407

Prof. Timothy E. McCarthy

S Ch 27—INTRODUCTORY QUANTITATIVE ANALYSIS (4)

Theory and problem work of Volumetric Analysis, including neutralization, oxidation-reduction, and precipitation methods of volumetric analysis.

Daily, 9:00—9:50 a.m. (lecture) D 403

10:15—12:00 (laboratory) Fee \$25 D 403

Prof. Harold H. Fagan

S Ch 51—ORGANIC CHEMISTRY I (4) (without laboratory, 3)

Lectures on aliphatic compounds through the carbohydrates with laboratory work on typical syntheses and studies of properties.

Daily, 9:00—9:50 a.m. (lecture) G 208

10:15 a.m.—12:00 noon (laboratory) Fee \$25 D 303

Prof. David C. O'Donnell

S Ch 260—ADVANCED LABORATORY TECHNIQUES (2)

By arrangement

THE DEPARTMENT

S Ch 301—THESIS SEMINAR (3)

By arrangement

THE DEPARTMENT

S Ch 305—THESIS DIRECTION (2 points)

A two-point non-credit course.

By arrangement

THE DEPARTMENT

CLASSICS

Chairman—ROBERT F. HEALEY, S.J.

Office—Gasson 108

LATIN (Lt)

S Lt 1-2—ELEMENTARY LATIN (6)

An intensive beginner's course in Latin grammar designed to develop facility in reading Latin by means of carefully graded selections from such authors as Caesar, Cicero and Livy.

*Daily, 10:00 a.m.—1:00 p.m., L 311**Prof. John J. Keaney*

S Lt 245—CATULLUS AND THE ELEGIAC POETS (3)

Selected poems will be read and studied.

*10:20—11:35 a.m., G 202**Prof. Eugene W. Bushala*

S Lt 261—THE CORRESPONDENCE OF CICERO (3)

A study of the history and politics of the last decades of the Republic, through Cicero's *Letters*.

*9:00—10:15 a.m., G 202**Prof. Leo P. McCauley, S.J.*

S Lt 301—THESIS SEMINAR (3)

By arrangement

THE DEPARTMENT

S Lt 305—THESIS DIRECTION (2 points)

A two-point non-credit course.

By arrangement

THE DEPARTMENT

GREEK (Gk)

S Gk 199—READINGS AND RESEARCH (3)

Tutorial work for necessary credits.

*By arrangement**Prof. Carl J. Thayer, S.J.*

ECONOMICS (Ec)

Chairman—ROBERT J. McEWEN, S J.

Office—Fulton 210

S Ec 1e—PRINCIPLES OF ECONOMICS I (3)

Analysis of National Income Determination and the role of money.

*Daily, 6:00—7:45 p.m., L 133**Prof. James A. McMahon*

S Ec 2e—PRINCIPLES OF ECONOMICS II (3)

Problems of equilibrium of the firm and the price system.

*Daily, 8:00—9:45 p.m., L 133**Prof. Paul F. Haas*

S Ec 21e—ECONOMICS OF MONEY AND BANKING (3)

*Daily, 8:00—9:45 p.m. F 100**Prof. John W. Bay*

S Ec 31—PRINCIPLES OF ECONOMICS I (3) (June 29 - July 17)

Analysis of National Income Determination and the role of money.

*Daily, 10:20 a.m.—12:50 p.m., F 403**Prof. James W. Meehan*

- S Ec 32—PRINCIPLES OF ECONOMICS II (3) (July 20 - August 7)
Problems of equilibrium of the firm and the price system.
Daily, 10:20 a.m.—12:50 p.m., F 403 *Prof. Noel J. J. Farley*
- S Ec 51e—ELEMENTARY STATISTICS (3) (Lab Fee \$10)
Daily, 6:00—7:45 p.m., L 307 *Prof. Charles J. Scully*
- S Ec 129—MATHEMATICAL ECONOMICS (3)
Introduction to mathematical reasoning and methods and their application to economics: differentiation (marginalism), maxima and minima (theory of the household and firm), integration (capital theory), series (multiplier), difference and differential equations (trends and cycles), and closed-loop systems (multiplier and accelerator).
Daily, 11:45 a.m.—1:00 p.m., F 405 *Prof. K. Marwah*
- S Ec 130—(230)—Seminar—MODELS IN ECONOMIC HISTORY (3)
Some of the more interesting models which have been developed by or for the use of Economic Historians will be studied. Both the empirical basis and the analytical framework of the models will be subjected to examination. In each case the aim of the presentation will be to develop an extension of or an alternative to the particular model in question.
Daily, 10:20—11:35 a.m., F 405 *Prof. David Loschky*
- S Ec 268—PROBLEMS IN MONETARY POLICY (3)
10:20—11:35 a.m., F 406 *Prof. Conrad P. Caligaris*
- S Ec 278—COMPETING ECONOMIC SYSTEMS AND INTERNATIONAL
TRADE PROBLEMS (3)
9:00—10:15 a.m., F 405 *Prof. Vladimir N. Bandera*
- S Ec 299—READINGS AND RESEARCH (3)
By arrangement *THE DEPARTMENT*
- S Ec 301—THESIS DIRECTION (3)
By arrangement *THE DEPARTMENT*
- S Ec 305—THESIS DIRECTION (2 Points)
A two-point non-credit course.
By arrangement *THE DEPARTMENT*

EDUCATION (Ed)

Chairman—VINCENT C. NUCCIO *Office*—Campion 104

- S Ed 201—RESEARCH METHODS IN EDUCATION (3)
An introduction to the bibliography and literature of education and to the major methods employed in investigating and reporting educational problems. The course seeks to develop ability to obtain, analyze, and interpret important types of data. This course is prescribed for all graduate students whose major is education.
11:45 a.m.—1:00 p.m., N 1 *Prof. John J. Walsh*

S Ed 202—MODERN EDUCATIONAL THOUGHT (3)

A survey of recent and current philosophies of education through the writings of representatives of the major positions.

9:00—10:15 a.m., E 302

Prof. Pierre D. Lambert

S Ed 205—HISTORY OF CATHOLIC EDUCATION IN THE UNITED STATES (3)

A study of the origin and growth of Catholic elementary, secondary, and higher education in the United States.

9:00—10:15 a.m., E 305

Prof. Edward J. Power

S Ed 207—COMPARATIVE EDUCATION (3)

An analysis of contemporary systems of education considered in the cultural context in which they operate, with emphasis on solutions given by various nations to universal educational problems.

11:45 a.m.—1:00 p.m., E 302

Prof. Pierre D. Lambert

S Ed 208 (S Sc 208)—SOCIOLOGY OF EDUCATION (3)

Education as a social process. Institutional structure of American education. The social roles of teachers, administrators, pupils. The group basis of education. Education and the community.

10:20—11:35 a.m., E 302

Prof. Buford Rhea

S Ed 209—HISTORY OF AMERICAN EDUCATION (3)

A study of the origin and evolution of public and private elementary, secondary, and higher education in the United States.

10:20—11:35 a.m., E 305

Prof. Edward J. Power

S Ed 211—EDUCATIONAL PSYCHOLOGY (3)

A study of developmental tendencies with emphasis upon the nature of intelligence and factors affecting the learning process.

10:20—11:35 a.m., E 339

Prof. Edward H. Nowlan, S.J.

1:15—2:30 p.m., N 230

Prof. John F. Travers

S Ed 215—PSYCHOLOGY OF ADOLESCENCE (3)

The Psychology of Adolescence is an empirical and theoretical study of the adolescent personality through an analysis of developmental changes, behavioral characteristics, and the phenomena of psychic growth. Basic principles important to teaching adolescents will be emphasized.

9:00—10:15 a.m., E 300

Prof. Alexander A. Schneiders

S Ed 216—CHILD PSYCHOLOGY (3)

A multi-dimensional study of the child with emphasis on patterns of growth and development; and interaction of agencies and elements forming the child.

10:20—11:35 a.m., E 306

Prof. Katharine C. Cotter

S Ed 218 (S Ps 217)—SOCIAL PSYCHOLOGY (3)

Thinking, learning, motivations, and perception in social interaction. Methodological problems in social psychological research. Current findings in attitude change, psycholinguistics, small group behavior and leadership training.

11:45 a.m.—1:00 p.m., L 307

Prof. Daniel J. Baer

S Ed 221—CURRICULUM OF THE ELEMENTARY SCHOOL (3)

Focus will be on practical application of new and effective approaches to curriculum development; evaluation of teaching and learning; implementation of research in the classroom; recent innovations in elementary education; such as programmed learning, team teaching, educational television and the ungraded school.

9:00—10:15 a.m., E 306

Prof. Katharine C. Cotter

S Ed 224—DEVELOPMENTAL READING INSTRUCTION (3)

The sequential development of the basic reading skills, including phonics, in the elementary grades is presented in this course. A study of current teaching practices and materials of instruction is included.

9:00—10:15 a.m., N 231

Prof. M. Berwick Cashman

S Ed 227—READING IN THE SECONDARY SCHOOL (3)

Special emphasis is given to the principles, procedures and instructional materials used in teaching the fundamentals of reading at the junior and senior high levels. Techniques for correcting specific reading difficulties are also examined.

10:20—11:35 a.m., N 231

Prof. M. Berwick Cashman

S Ed 230—OBSERVATION AND STUDENT TEACHING, SECONDARY SCHOOL (3)

Open only to students involved in the M.A.T. - M.S.T. Program, with permission of the Chairman of the Department.

Special Program

Prof. Francis P. Powers

Prof. Vincent C. Nuccio

S Ed 231—TECHNIQUES OF TEACHING IN THE SECONDARY SCHOOL (3)

Open only to students involved in the M.A.T. - M.S.T. Program, with permission of the Chairman of the Department.

Special Program

THE DEPARTMENT

S Ed 235—CURRICULUM DEVELOPMENT IN SECONDARY EDUCATION (3)

In this course problems of educational objectives, concepts of curriculum organization and sequence, and curriculum planning and development will be analyzed critically.

11:45 a.m.—1:00 p.m., E 300

Prof. Francis P. Powers

S Ed 238—LITERARY TYPES FOR JUNIOR AND SENIOR HIGH (3)

Historical development of major literary types—essay, short story, novel, drama, and poetry, with emphasis on those elements which may prove most interesting to the high school reader. Also, a study of selected works to determine appropriate methods of teaching these types.

10:20—11:35 a.m., N 331

Prof. John J. Fitzgerald

S Ed 242—PRINCIPLES AND TECHNIQUES OF GUIDANCE (3)

The principles, philosophy, practices and tools employed in organized guidance programs. A basic professional course for future workers in the field of guidance and personnel, as well as a survey for teachers and administrators accompanied by brief laboratory experience in phases of guidance.

11:45 a.m.—1:00 p.m., N 331

Prof. William C. Cottle

S Ed 245 (S Ps 225)—CLINICAL CHILD GUIDANCE (3)

Clinical diagnostic and therapeutic methods in relation to specific behavior and personality problems in children.

10:20—11:35 a.m., L 134

Prof. John R. McCall, S.J.

S Ed 247—MENTAL HYGIENE FOR TEACHERS (3)

This course is oriented toward the dynamics of adjustment, mental health, and personality development as a basis for the definition of principles of mental hygiene that can be applied to various areas of human endeavor as well as to personal growth. Emphasis will be placed on the application of mental hygiene principles to effective teaching.

11:45 a.m.—1:00 p.m., N 332

Prof. Alexander A. Schneiders

S Ed 248—VOCATIONAL INFORMATION AND PLACEMENT (3)

A survey of the world of work, of vocational literature and its use in counseling. Techniques of placement and personnel work. Introduction to the sociology and psychology of careers.

9:00—10:15 a.m., N 234

Prof. Robert P. O'Hara

S Ed 251A—INTRODUCTION TO EDUCATIONAL ADMINISTRATION (3)

An overview of the field of educational administration. Will consider the nature and task areas of administrative leadership; local, state, and federal relationships in the structures of American education; general policies and practices utilized in the organization, control, and administration of education at its various levels.

A basic course for those majoring in administration.

9:00—10:15 a.m., N 333

Prof. Carlton B. Lehmkuhl

S Ed 253—EDUCATIONAL FINANCE (3)

A study of the basic problems and issues of fiscal support of public education, including an examination of local, state and federal resources. The course is designed for teachers and prospective or practicing administrators.

10:20—11:35 a.m., E 300

Prof. Vincent C. Nuccio

S Ed 260—EDUCATIONAL STATISTICS I (3)

The purpose of this course is to develop understanding and skill in the use of basic statistical procedures employed in educational research. The following topics will be studied: methods of collecting and tabulating data, measures of central tendency and variability, correlation, tests of significance.

10:20—11:35 a.m., N 230

Prof. John J. Walsh

S Ed 262—EDUCATIONAL TESTS AND MEASUREMENTS

The major problems of educational measurements, with emphasis on the characteristics, administration, scoring, and interpretation of formal and informal tests with practical application to classroom use. Basic techniques of test construction.

10:20—11:35 a.m., N 333

Prof. Carlton B. Lehmkuhl

S Ed 264—PSYCHOMETRICS I: INDIVIDUAL INTELLIGENCE TESTING (3)

A survey of psychological measurements dealing primarily with the construction, administration, scoring, and interpretation of mental tests. A certificate of proficiency in the administration of the Revised Stanford-Binet Test of Intelligence, Form L-M, and the Wechsler Adult Intelligence Scale (WAIS) is given to those successfully administering a specific number of tests.

11:45 a.m.—1:00 p.m., N 233

Sister Josephina, C.S.J.

S Ed 265A—TRAIT-FACTOR-SELF THEORY (3)

A study of theory and methods of assessing and integrating data concerning the individual's aptitudes, abilities and self concept with primary emphasis upon the place of such data in counseling and guidance and in the counselor's frame of reference.

9:00—10:15 a.m., N 335

Prof. William C. Cottle

S Ed 272—REVELATION AND THE MYSTERY OF THE CHURCH (3)

Notion of revelation: its possibility and fittingness; Miracles; notion, possibility, discernibility and use as criterion to prove divine origin of revelation; Church as an existing fact, moral miracle; Scriptural symbols for Church; Mystical Body; relation of Church to Scripture; Definition of Church in essential elements; jurisdictional, teaching and sanctifying functions in the Church.

9:00—10:15 a.m., N 1 and N 336

Prof. James J. Casey, S.J.
Prof. Edward L. Murphy, S.J.

S Ed 273—GOD, MAN AND THE SUPERNATURAL (3)

The mystery of God, His attributes and triune nature: God as creator, bestower of the supernatural; man's origin; original sin; grace and man; Catholic and Protestant thought on grace today.

10:20—11:35 a.m., N 336

Prof. Daniel J. Saunders, S.J.

S Ed 291—COMMUNICATION FOR THE CLASSROOM (3)

A course which presents the materials and methods for the improvement of speech, for speech activities, and the integration of speech with school subjects.

10:20—11:35 a.m., N 335

Prof. Mary T. Kinnane

S Ed 301—THESIS SEMINAR (3)

For M.Ed. candidates who elect to write a thesis. The problems of research will be suited to the needs of the participants.

By arrangement

THE DEPARTMENT

S Ed 302—INDIVIDUAL PROJECTS IN EDUCATION *

Open to advanced students only. Approval of professor in appropriate field required.

By arrangement

THE DEPARTMENT

S Ed 302A—PROJECTS IN ADMINISTRATION AND SUPERVISION *

S Ed 302B—PROJECTS IN COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY *

S Ed 302C—PROJECTS IN PSYCHOLOGY AND MEASUREMENT *

S Ed 302D—PROJECTS IN CURRICULUM AND INSTRUCTION *

S Ed 302E—PROJECTS IN HISTORY AND PHILOSOPHY OF EDUCATION *

S Ed 302F—PROJECTS IN HIGHER EDUCATION *

S Ed 305—THESIS DIRECTION (2 Points)

A non-credit course for Ph.D. and Ed.D. candidates who are involved in thesis writing under the direction of a Department of Education faculty member.

By arrangement

THE DEPARTMENT

S Ed 346—BEGINNING COUNSELING PRACTICUM (3)

Work under direct supervision with actual clients wishing educational-vocational counseling in a setting at the level in which the counselor expects to work. Pre-requisite: Consent of the instructor.

9:00—10:15 a.m., F 408

Rev. John Boles

S Ed 353—SEMINAR IN SUPERVISION (3)

The course is primarily designed for those in supervision and administration. Specific problems dealing with supervision will be treated according to the latest findings in research. Background work in techniques of supervisory practices will be presented. Elementary and secondary levels will be treated.

Prerequisite: Supervision or/and Administration course.

9:00—10:15 a.m., N 233

Sister Josephina, C.S.J.

Peripatology Program

S Ed B213A—HUMAN BEHAVIOR AND SOCIAL WORK PRINCIPLES (3)

To acquaint the student with the discipline of social work so that he may know when and where to call for assistance in working with a client.

9:00—10:15 a.m., N 332

Prof. Robert Mahoney

S Ed B293—ORIENTATION TO WORK WITH THE BLIND (3)

Covers a brief history of work with the blind, Federal legislation concerning blindness as well as resources available for the education and training of blind people.

9:00—10:15 a.m., N 331

Prof. John R. Eichorn

* Credits to be determined

S Ed B297I—PRACTICUM FOR MOBILITY THERAPISTS I (2)

This is the introductory course in the practicum aspects of the peripatology program. The student is provided an opportunity to learn to travel and to perform other daily routines under the blindfold.

10:20—11:35 a.m., N 332

Staff

S Ed B297IV—PRACTICUM FOR MOBILITY THERAPISTS IV (3)

Students who have successfully completed the previous phases of practicum will begin their advanced teaching assignments. These assignments will be in various schools and agencies concerned with teaching orientation and mobility to the blind.

2:00—4:00 p.m., N 332

Staff

ENGLISH (En)

Chairman—JOHN L. MAHONEY

Office—McElroy 224

S En 1e—INTRODUCTION TO COLLEGE ENGLISH (3)

A study of prose, with frequent writing assignments.

Daily, 8:00—9:45 p.m., L 301

Prof. Gage Grob

S En 2e—POETRY (3)

Readings in poetry for understanding and appreciation, and the composition of critical papers.

Daily, 6:00—7:45 p.m., L 301

Prof. Francis J. McDermott

S En 21e—RHETORIC I (3)

The achievement and understanding of effective communication in all its forms, pursued through the study of selected texts and frequent compositions.

Daily, 6:00—7:45 p.m., L 215

Prof. Joseph M. McCafferty

S En 22e—RHETORIC II (3)

A continuation of the study of rhetorical principles and practice begun in Rhetoric I.

Daily, 8:00—9:45 p.m., L 215

Prof. Harold F. DeLisle

S En 106e—SURVEY OF THE NOVEL (3)

The varieties, development, and major concerns of the novel will be the subject of this course, with special emphasis given to the experimental novel, the literary backgrounds of the novel as an art form, and the similarities and differences between English and American novels.

Daily, 6:00—7:45 p.m., L 134

Prof. John J. Sullivan

S En 118—SURVEY OF THE DRAMA I (3)

A study of the origins and development of the drama from the Greeks to the Elizabethans.

Daily, 9:00—10:15 a.m., L 304

Prof. John J. Fitzgerald

- S En 120—ENGLISH LITERATURE, THE BEGINNINGS TO 1660 (3)
A study of the historical and thematic development of English Literature from Old English to the Restoration with analysis of selected major texts.
Daily, 9:00—10:15 a.m., L 201 *Prof. Thomas P. Hughes*
- S En 121—ENGLISH LITERATURE, 1660 TO THE PRESENT (3)
A chronological account of major themes and writers in English literature, from the Restoration to the Modern period, with analysis of characteristic texts of the 17th, 18th, 19th, and 20th centuries.
Daily, 10:20—11:35 a.m., L 201 *Prof. Albert M. Folkard*
- S En 123—DRAMATIC LITERATURE OF THE RENAISSANCE (3)
A study of major Elizabethan and Jacobean dramatists, from Thomas Kyd to George Chapman.
9:00—10:15 a.m., L 315 *Prof. Andrew J. VonHendy*
- S En 149—EIGHTEENTH CENTURY LITERATURE (3)
Significant developments in literary, critical and social ideas between the time of Alexander Pope and Edmund Burke, with particular emphasis on the Augustan and Johnsonian schools of thought.
Daily, 10:20—11:35 a.m., G 208 *Prof. Daniel L. McCue*
- S En 160—CONTEMPORARY LITERARY THEMES (3)
A study in depth of selected representative authors of the twentieth century.
Daily, 11:45 a.m.—1:00 p.m., L 304 *Prof. Richard E. Malany*
- S En 171—AMERICAN FICTION, 1900-1960 (3)
Studies in the novels of Edith Wharton, Theodore Dreiser, Ernest Hemingway, John Dos Passos, James Gould Cozzens, and Ralph Ellison, as reflections of the changing American scene in the twentieth century.
Daily, 11:45 a.m.—1:00 p.m., L 201 *Prof. John H. Randall, III*
- S En 200—BIBLIOGRAPHY AND METHOD (3)
An introduction to the problems of literary research and to the proper approach to graduate English studies.
10:20—11:35 a.m., G 214 *Prof. Donald B. Sands*
- S En 211—CHAUCER I (3)
A study of Chaucer's works, exclusive of the *Canterbury Tales*, with special attention to *Troilus and Criseyde*.
9:00—10:15 a.m., L 211 *Prof. Edward L. Hirsh*
- S En 233—SEVENTEENTH CENTURY LITERATURE (3)
A study of the Metaphysical, Jonsonian and Cavalier traditions in English poetry, with emphasis on the intellectual background and expression of each.
10:20—11:35 a.m., L 304 *Prof. Richard E. Hughes*

S En 252—THE ROMANTIC MOVEMENT (3)

The history and achievement of English Romanticism, especially as reflected in the works of Wordsworth and his contemporaries.

9:00—10:15 a.m., G 214

Prof. John L. Mahoney

S En 274—ROMANTICISM IN AMERICAN LITERATURE (1800-1860) (3)

Six kinds of Romanticism-sentimentalism, gothicism, transcendentalism, romanticism of Nature, romanticism of History, and allegorical romanticism-studied in the works of Irving, Cooper, Emerson, Thoreau, Poe, Hawthorne, Melville, Stowe, and Whitman.

10:20—11:35 a.m., L 207

Prof. John J. McAleer

S En 287—FIVE MODERN PERSPECTIVES IN AMERICAN LITERATURE (3)

Speculations on the survival quotient in the works of American writers lately deceased: Faulkner, Hemingway, E. E. Cummings, William Carlos Williams, and Frost.

9:00—10:15 a.m., L 207

Prof. Leonard R. Casper

S En 301—THESIS SEMINAR (3)

Directed research in English literature, and the composition, under supervision, of an M.A. thesis based upon it.

By arrangement

THE DEPARTMENT

S En 305—THESIS DIRECTION (2 Points)

A two-point non-credit course.

By arrangement

THE DEPARTMENT

FINANCE (Fn)

Chairman—JOHN J. L. COLLINS, S.J.

Office—Fulton 219

S Fn 21e—CORPORATION FINANCE (3)

A general course which aims to acquaint the student with the problems of acquiring and administering the funds of a modern business. The forms of business organizations; the instruments used for obtaining funds; the problems of expansion and reorganization.

Daily, 6:00—7:45 p.m., L 211

Prof. John J. L. Collins, S.J.

GEOPHYSICS (Gp)

(All courses in this department are given at Boston College Observatory, Weston College, Weston, Mass.)

Chairman—JOHN F. DEVANE, S.J.

Weston College, Weston, Mass.

S Gp 223—SEISMIC SURVEYING (3)

The application of seismic methods, reflection and refraction, to the study of subsurface topography and structure. Prerequisites: Gp 221 and Gp 246.

By arrangement

Prof. Richard J. Holt

S Gp 301—THESIS SEMINAR (3)
By arrangement

THE DEPARTMENT

S Gp 303—READINGS AND RESEARCH (3)
By arrangement

THE DEPARTMENT

HISTORY (Hs)

Chairman—THOMAS H. O'CONNOR

Office—Lyons 401

S Hs 31—A HISTORY OF AMERICAN CIVILIZATION (3)

A survey of the history of American civilization from the colonial origins to the outbreak of the Civil War.

Daily, 9:00—10:15 a.m., L 301

Prof. to be announced

S Hs 36e—EUROPEAN CIVILIZATION FROM 1300 TO 1648 (3)

The second semester of a two-year survey of Western Civilization from the High Middle Ages to the Peace of Westphalia.

Daily, 6:00—7:45 p.m., L 207

Prof. to be announced

S Hs 38e—EUROPEAN CIVILIZATION FROM 1815 TO MODERN TIMES. (3)

The fourth semester of a two-year survey of Western Civilization. From the Congress of Vienna down to present times.

Daily, 8:00—9:45 p.m., L 207

Prof. to be announced

S Hs 137—TUDOR ENGLAND (3)

Sixteenth Century England from the emergence of Henry VII as King of England in 1485, through the reigns of Henry VII, Edward VI, and Mary Tudor down to the death of Queen Elizabeth in 1603.

Daily, 9:00—10:15 a.m., L 302

Prof. Louise S. Moore

S Hs 152—HISTORY OF MODERN RUSSIA (3)

A survey of the political, social, economic, and ideological factors behind the transformation of modern Russia from Czarist rule to the modern Communist state.

Daily, 11:45 a.m.—1:00 p.m., L 133

Prof. Raymond T. McNally

S Hs 161—GERMANY AT THE PEACE CONFERENCES, 1918, 1950 (3)

A study of twentieth century Germany in the light of those political, social, and economic experiences resulting from the Peace Conferences which followed World War I, and World War II.

Daily, 10:20—11:35 a.m., N 233

Prof. John L. Heineman

S Hs 175—NEW INTERPRETATIONS IN MODERN AMERICAN HISTORY (3)

A survey of modern American History since the Civil War in the light of the varying interpretations which have been offered by modern American historians.

Daily, 10:20—11:35 a.m., N 234

Prof. Allen M. Wakstein

S Hs 221—THE RENAISSANCE (3)

The meaning of the Renaissance in the context is chiefly the Italian Renaissance. The approach is through a consideration of important figures in literature, education, and philosophy, as well as in political theory.

9:00—10:15 a.m., L 133

Prof. Samuel J. Miller

S Hs 246—THE EASTERN QUESTION IN EUROPEAN DIPLOMACY (3)

The role of the Balkan States in European diplomacy of the nineteenth century. This course will focus particular attention on the policies of England, France, Austria, and Russia in the wake of the decline of the Ottoman Empire.

10:20—11:35 a.m., L 133

Prof. Radu R. Florescu

S Hs 255—THE BACKGROUND OF THE AMERICAN REVOLUTION (3)

A research study of selected topics in the period prior to the outbreak of the American Revolution. Techniques in documentation and critical evaluation are emphasized.

11:45 a.m.—1:00 p.m., L 134

Prof. Joseph T. Criscenti

S Hs 391—THESIS SEMINAR (3)

By arrangement

THE DEPARTMENT

S Hs 393—READINGS AND RESEARCH (3)

By arrangement

THE DEPARTMENT

S Hs 395—THESIS DIRECTION (2)

A two point non-credit course.

By arrangement

THE DEPARTMENT

MATHEMATICS (Mt)

Chairman—STANLEY J. BEZUSZKA, S.J.

Office—Devlin 111

Associate Chairman—JOSEPH SULLIVAN

Office—Cushing 105

S Mt 1—COLLEGE ALGEBRA AND TRIGONOMETRY (3)

The essentials of College Algebra and Trigonometry.

Daily, 9:00—10:15 a.m., F 409

Prof. Paul T. Banks

S Mt 2—ANALYTIC GEOMETRY (3)

The essentials of Analytic Geometry.

Daily, 10:20—11:35 a.m., F 409

Prof. Maurice K. Walsh

S Mt 3e—COLLEGE MATHEMATICS I (CBA) (3)

A brief treatment of the nature of logical reasoning and of its importance in mathematics; natural numbers; a development of the complex number system; a brief treatment of the algebra of sets; an analysis of the basic operations of algebra from a logical point of view.

Daily, 6:00—7:45 p.m., F 200

Prof. Archille Laferriere

S Mt 4e—COLLEGE MATHEMATICS II (CBA) (3)

Analytic Geometry the line and conic sections. An introduction to calculus: functions and their graphs; limits, derivatives, anti-derivatives, and elementary applications of derivatives and anti-derivatives.

Daily, 8:00—9:45 p.m., F 200

Prof. Archille Laferriere

S Mt 21—DIFFERENTIAL CALCULUS (3) (June 29 - July 17)

Limits, derivatives, differentiation of algebraic and transcendental functions, physical and geometric applications, differentials and their uses, indeterminate forms.

Pre-requisite: Analytic Geometry.

Daily, 10:20 a.m.—1:00 p.m., F 410

Prof. Robert J. LeBlanc

S Mt 22—INTEGRAL CALCULUS (3) (July 20 - August 7)

Integration of algebraic and transcendental functions, definite integral, use of definite integral for areas, volumes, etc.

Pre-requisite: Differential Calculus.

Daily, 10:20 a.m.—1:00 p.m., F 410

Prof. Robert J. LeBlanc

S Mt 132—DIFFERENTIAL EQUATIONS (3)

Solution of ordinary differential equations, applications of equations of the first and second order.

Pre-requisite: Calculus.

Daily, 11:45 a.m.—1:00 p.m., N 239

Prof. John F. Caulfield, S.J.

S Mt 137—ADVANCED CALCULUS I (3)

Calculus of functions of several variables.

Pre-requisite: Calculus.

Daily, 9:00—10:15 a.m., N 239

Prof. Joseph F. Krebs

S Mt 138—ADVANCED CALCULUS II (3)

A systematic treatment of sequences and series.

Pre-requisite: Calculus

Daily, 9:00—10:15 a.m., N 334

Prof. Joseph A. Sullivan

S Mt 149—MATHEMATICAL STATISTICS (3)

The basic notions of probability are presented, using the algebra of sets. Topics covered include probability, density and distribution functions of discrete, continuous, and combined random variables; random sampling; binomial, Poisson, and multinomial distributions; and measures of central tendency and variability.

Pre-requisite: Calculus.

Daily, 10:20—11:35 a.m., N 239

Prof. to be announced

S Mt 301—THESIS SEMINAR (3)

By arrangement

THE DEPARTMENT

S Mt 305—THESIS DIRECTION (2 points)

A two-point non-credit course.

By arrangement

THE DEPARTMENT

MODERN LANGUAGES

Acting Chairman—ROBERT J. CAHILL

Office—Lyons 427

FRENCH (Fr)

S Fr 11—INTERMEDIATE FRENCH I (3) (June 29 - July 17)

Laboratory Required: Fee \$5.

Readings in French prose will serve as the basis for oral work.

Daily, 9:00—11:35 a.m., L 307 Prof. Lewis A. Sumberg

S Fr 12—INTERMEDIATE FRENCH II (3) (July 20 - August 7)

Laboratory Required: Fee \$5.

A continuation of French I.

Daily, 9:00—11:35 a.m., L 307 Prof. Benedetto Fabrizi

S Fr 61—INTENSIVE READING COURSE IN FRENCH (3)

(June 29 - August 7)

A course designed to prepare graduate students for the reading examination. Successful completion of the course will fulfill the candidate's graduate language requirement.

Daily, 10:20—11:35 a.m., L 211 Prof. John C. Conway

S Fr 235—MOLIERE (3) (June 29 - August 7)

Readings and discussions of selected comedies of Moliere with particular emphasis on the playwright as a critic of his age.

9:00—10:15 a.m., L 314 Prof. Vincent A. McCrossen

S Fr 257—ANATOLE FRANCE (3) (June 29 - August 7)

Selected novels of Anatole France will be read and discussed, emphasizing the author as a critic and satirist of his epoch.

10:20—11:35 a.m., L 214 Prof. Vincent A. McCrossen

S Fr 295—WORKSHOP IN THE TEACHING OF MODERN LANGUAGES (3)

(June 29 - August 7)

Laboratory Required: Fee \$5.

A study of the specific procedures in modern language teaching in the American secondary schools. The laboratory is used for the practical aspects of the course. (May be taken for undergraduate or graduate credit.)

Daily, 11:45 a.m.—1:00 p.m., L 214 Prof. Benedetto Fabrizi

S Fr 299—READINGS AND RESEARCH (3)

By arrangement.

Prof. Lewis A. Sumberg

S Fr 301—THESIS SEMINAR (3)

By arrangement

THE DEPARTMENT

S Fr 305—THESIS DIRECTION (2 points)

A two-point non-credit course.

By arrangement

THE DEPARTMENT

GERMAN (Gm)

S Gm 1e—ELEMENTARY GERMAN I (3) (June 29 - July 17)

Laboratory Required: Fee \$5.

An introductory course in German using the oral-aural approach.

Daily, 6:00—9:15 p.m., L 311 Prof. Frederick D. Kellermann

S Gm 2e—ELEMENTARY GERMAN II (3) (July 20 - August 7)

Laboratory Required: Fee \$5.

A continuation of German I.

Daily, 6:00—9:15 p.m., L 311 Prof. Frederick D. Kellermann

S Gm 61—INTENSIVE READING COURSE IN GERMAN (3)

(June 29 - August 7)

A course designed to prepare graduate students for the reading examination. Successful completion of the course will fulfill the candidate's graduate language requirement.

Daily, 11:45 a.m.—1:45 p.m., L 314 Prof. Robert J. Cabill

SPANISH (Sp)

S Sp 1e—ELEMENTARY SPANISH I (3) (June 29 - July 17)

Laboratory Required: Fee \$5.

An introductory course in Spanish using the oral-aural approach.

*Daily, 6:00—9:15 p.m., L 204 and L 214 Prof. Ernest A. Siciliano
Prof. Paul A. Boulanger*

S Sp 2e—ELEMENTARY SPANISH II (3) (July 20 - August 7)

Laboratory Required: Fee \$5.

A continuation of Spanish I.

*Daily, 6:00—9:15 p.m., L 204 and L 214 Prof. Ernest A. Siciliano
Prof. Paul A. Boulanger*

S Sp 295—WORKSHOP IN THE TEACHING OF MODERN LANGUAGES (3)

(June 29 - August 7)

Laboratory Required: Fee \$5.

Study of the specific procedures in modern language teaching in the American secondary schools. The laboratory is used for the practical aspects of this course. (May be taken for undergraduate or graduate credit.)

Daily, 11:45 a.m.—1:00 p.m., L 214 Prof. Benedetto Fabrizi

S Sp 299—READINGS AND RESEARCH (3)

*By arrangement.**Prof. to be announced*

S Sp 301—THESIS SEMINAR (3)

By arrangement

THE DEPARTMENT

S Sp 305—THESIS DIRECTION (2 points)

A two-point non-credit course.

By arrangement

THE DEPARTMENT

NURSING (Nr)

Registrar—CATHERINE M. DOYLE

Office—Cushing 202

S Nr 120—MEDICAL AND SURGICAL NURSING (3)

This course is designed to improve the care of adult patients with medical and surgical conditions by increasing the nurse's understanding of the modern methods of treatment of such patients, including the spiritual, social, emotional, rehabilitative, and economic aspects of such treatment.

Daily, 10:20—11:35 a.m., N 237 Prof. Marguerite M. O'Malley

S Nr 141—MATERNAL AND CHILD NURSING (3)

This course aims to meet the needs of individual students who wish to acquire more knowledge about current thinking and practice in the area of maternal and child care. This includes a study of related community organizations and programs.

Daily, 9:00—10:15 a.m., N 237 Prof. Marie Cullinane

PHILOSOPHY (Pl)

Chairman—FREDERICK J. ADELMANN, S.J.

Office—Lyons 121

S Pl 1—LOGIC (A & S) (3)

The principles and applications of correct reasoning.

Daily, 9:00—10:15 a.m., F 313 Prof. William J. Haggerty, Jr.

S Pl 2—EPISTEMOLOGY (A & S) (3)

This course treats of the scholastic theory of knowledge in the light of the history of philosophy.

Daily, 10:20—11:35 a.m., F 313 Prof. John D. Donoghue, S.J.

S Pl 21—METAPHYSICS (3)

An introductory course that deals with the object of metaphysics and the notions of existence, substance, and cause; also a consideration of the Four Causes and the proofs for God's existence.

Daily, 11:45 a.m.—1:00 p.m., F 313 Prof. Joseph L. Navickas

S Pl 21a—LOGIC (Major and Minor) (CBA and Ed.) (3)

This course devotes part of the time to the science of correct reasoning and another part to the study of the scholastic theories of knowing.

Daily, 9:00—10:15 a.m., F 100 Prof. Robert P. Flanagan, S.J.

S Pl 22—PSYCHOLOGY (A & S) (3)

A study of human existence and the various powers resident in man's nature; i.e., the sensory apparatus, intellect, and will. The notion of person will be discussed in the light of contemporary philosophy and the immortality of man's soul will be predicated philosophically.

Daily, 9:00—10:15 a.m., F 200 Prof. Stuart B. Martin

S Pl 51—PSYCHOLOGY I (CBA and Ed.) (3)

A study of the vegetal and sensory forms of life in the Thomistic synthesis.

*Daily, 9:00—10:15 a.m., F 403 and Prof. John D. Donoghue, S.J.
G 201 Alexander G. Duncan, S.J.*

- S Pl 52a—PSYCHOLOGY AND NATURAL THEOLOGY II (CBA, Ed. and Nurs.) (3)
A study of the nature of man as specifically manifested in the powers of intellect and will.
Daily, 10:20—11:35 a.m., F 100 *Prof. Brian J. Cudaby*
- S Pl 53—GENERAL ETHICS (3)
The principles that guide normative moral action are considered in the light of natural reason.
Daily, 9:00—10:15 a.m., F 220 *Prof. Francis P. Molloy, S.J.*
- S Pl 54—SPECIAL ETHICS (3)
An application of ethical principles to particular problems.
Daily, 10:20—11:35 a.m., F 220 *Prof. Francis X. Weiser, S.J.*
- S Pl 236—ST. THOMAS AND LEARNING (3)
A preliminary examination of the history of the problem of teaching as it confronts St. Thomas. This will be complemented by an extensive philosophical analysis of learning according to the principles of philosophical psychology and by a pedagogical application to the different disciplines.
11:45 a.m.—1:00 p.m., F 220 *Prof. Norman J. Wells*
- S Pl 282—MODERN SCHOLASTIC EPISTEMOLOGIES (3)
The historical origins of the critical problem in Descartes and Kant. Examination of the notion of a critique and its effect on modern scholastic epistemologies. The divergent and conflicting epistemologies of Tongiorgi, Urraburu, Mercier, Marechal, Noel, Picard, Gilson, Maritain, Regis, VanSteenberghen, etc. The structure of a Thomistic epistemology.
9:00—10:15 a.m., F 406 *Prof. William E. Carlo*
- S Pl 290—EXISTENTIALISM (3)
Various contemporary theories of existentialists will be considered historically and critically in this course.
10:20—11:35 a.m., L 315 *Prof. John P. Rock, S.J.*
- S Pl 297—AMERICAN PHILOSOPHY (3)
A survey of the principal schools of thought prior to the Civil War precedes the study of the "Golden Age" of Peirce, James, Royce, Santayana, and Dewey. Emphasis upon the interplay of religious, socio-cultural, and philosophical ideas in American intellectual history. Selected readings.
11:45 a.m.—1:00 p.m., L 315 *Prof. Donald A. Gallagher*
- S Pl 299—READINGS AND RESEARCH (3)
By arrangement *THE DEPARTMENT*
- S Pl 301—THESIS SEMINAR (3)
By arrangement *THE DEPARTMENT*
- S Pl 305—THESIS DIRECTION (2 points)
A 2-point non-credit course.
By arrangement *THE DEPARTMENT*

PHYSICS (Ph)

Chairman—WILLIAM G. GUINDON, S.J. (to June 1) Office—Devlin 213

Acting Chairman—FREDERICK E. WHITE (June 1 on) Office—Devlin 213

S Ph 1—GENERAL PHYSICS I (4) (without laboratory: 3)

The first semester of general college physics: Mechanics and Heat.
Daily, 9:00 a.m.—10:15 a.m. (Lecture), D 8 Prof. John J. Power
Tues., Thurs., 11:40 a.m.—1:20 p.m. (Laboratory), (Fee \$25.),
D 204

S Ph 2—GENERAL PHYSICS II (4) (without laboratory: 3)

The second semester of general college physics: Light, Sound, and Electricity.

Daily, 10:20 a.m.—11:35 a.m. (Lecture), D 8 Prof. to be announced
Mon., Wed., Fri., 11:40 a.m.—1:20 p.m. (Laboratory), (Fee \$25),
D 204

S Ph 199/299—READINGS AND RESEARCH (3)

By arrangement

THE DEPARTMENT

S Ph 301—THESIS SEMINAR (3)

By arrangement

THE DEPARTMENT

S Ph 305—THESIS DIRECTION (2 points)

A two-point non-credit course.

By arrangement

THE DEPARTMENT

POLITICAL SCIENCE (Po Si)

(formerly Government)

Chairman—PAUL T. HEFFRON

Office—Philomatheia Hall

S Po Si 112—PROBLEMS IN AMERICAN NATIONAL GOVERNMENT (3)

Lectures, readings, and reports in selected areas of American National Government.

Daily, 10:20—11:35 a.m., L 204

Prof. Gary P. Brazier

S Po Si 301—THESIS SEMINAR (3)

By arrangement

THE DEPARTMENT

S Po Si 303—READINGS AND RESEARCH (3)

By arrangement

THE DEPARTMENT

S Po Si 305—THESIS DIRECTION (2 points)

A two-point non credit course.

By arrangement

THE DEPARTMENT

PRODUCTION MANAGEMENT (Pr)

Chairman—JUSTIN C. CRONIN

Office—Fulton 110

S Pr 21e—INTRODUCTION TO PRODUCTION MANAGEMENT (3)

A basic course in production. Its aim is to relate traditional treatments of production with modern quantitative and behavioral research. It covers the central topics of production control, wage incentives, motion and time study, inventory control and organization.

Daily, 6:00—7:45 p.m., F 100

Prof. to be announced

- S Pr 50e—QUANTITATIVE ANALYSIS FOR BUSINESS AND ECONOMICS (3)
Lab Fee: \$10.

An introduction to quantitative methods as they are applied in business and economics. Topics will include probability models, monte carlo simulation, inventory models, linear programming, *use of digital computers*. All mathematics required will be developed in the course.

Daily, 6:00—7:45 p.m., F 220

Prof. Albert J. Simone

PSYCHOLOGY (Ps)

Chairman—JAMES F. MOYNIHAN, S.J. Office—Lyons 132A

- S Ps 111-112—EXPERIMENTAL PSYCHOLOGY I AND II (6)

An intense course designed to help students make up prerequisites for graduate work in Psychology. Principles and methodology of experimental psychology with laboratory investigation of selected topics.

Prerequisites: Course in General Psychology and consultation with course professor *before registration*.

Daily, 9:00—11:30 a.m., L 132

Prof. Joseph R. Cautela

- S Ps 205—DIFFERENTIAL PSYCHOLOGY (3)

Problems, methods, and results of differential psychology. Factors influencing and techniques for studying individual differences. Psychological and educational implications of individual differences.

10:20—11:35 a.m., L 301

Prof. Daniel J. Baer

- S Ps 217 (S Ed 218)—SOCIAL PSYCHOLOGY (3)

Thinking, learning, motivations, and perception in social interaction. Methodological problems in social psychological research. Current findings in attitude change, psycholinguistics, small group behavior and leadership training.

11:45 a.m.—1:00 p.m., L 307

Prof. Daniel J. Baer

- S Ps 225 (S Ed 245)—CLINICAL CHILD PSYCHOLOGY (3)

Clinical diagnostic and therapeutic methods in relation to specific behavior and personality problems in children.

10:20—11:35 a.m., L 134

Prof. John R. McCall, S.J.

SOCIOLOGY (Sc)

Chairman—JOHN D. DONOVAN

Office—Cushing 110

- S Sc 31—INTRODUCTORY SOCIOLOGY (3)

Sociology and the social sciences. Basic concepts and theories. Analysis of selected institutions.

Daily, 9:00—10:15 a.m., N 230

Prof. Buford Rhea

- S Sc 31e—INTRODUCTORY SOCIOLOGY (3)

Sociology and the social sciences. Basic concepts and theories. Analysis of selected institutions.

Daily, 6:00—7:45 p.m., L 202

Prof. Robert G. Williams

S Sc 150e—JUVENILE DELINQUENCY (3)

Delinquency as a social problem. Theories and factors of delinquent behavior. Prediction, prevention, and rehabilitation of delinquents.

Daily, 8:00—9:45 p.m., L 202

Prof. Robert G. Williams

S Sc 188—SOCIOLOGY OF AMERICAN CATHOLICISM (3)

Analysis of American Catholicism as a sub-cultural system. Survey of major historical, demographic, and institutional features. Critical examination of contemporary processes.

Daily, 9:00—10:15 a.m., N 333

Prof. John D. Donovan

S Sc 205—METHODS OF SOCIAL RESEARCH (3)

Theory and methods in social research, research designs and techniques. Exercises in selected research procedures.

11:45—1:00 p.m., N 339

Prof. John D. Donovan

S Sc 208 (Ed. 208)—SOCIOLOGY OF EDUCATION (3)

Education as a social process. Institutional structure of American education. Social roles of teachers, administrators, pupils. Educational organization and the community.

10:20—11:35 a.m., E 302

Prof. Buford Rhea

THEOLOGY (Th)

Chairman—REV. JAMES J. CASEY, S.J.

Office—Lyons 112

All Courses: June 29-July 24. Examination: July 27.

S Th 1e—OLD TESTAMENT (2)

This course is a study of selected parts of the Old Testament, which present the turning points of Israel's history, with special emphasis on three main currents of Hebrew thought: monotheism, morality, and messianism. It includes a consideration of the principles governing the study of scriptural inspiration and revelation.

Daily, 6:00—7:15 p.m., L 314

Prof. Joseph J. Connor, S.J.

S Th 2e—THE FOUR GOSPELS (2)

An historical and theological study of the life of Christ and His divinity, as presented in the Four Gospels.

Daily, 8:00—9:15 p.m., L 314

Prof. Robert T. Ferrick, S.J.

S Th 21e—THE CHURCH IN THE NEW TESTAMENT (2)

This course is an historical study of the origin and growth of the Church, the instrument of divine tradition, as presented in the Acts of the Apostles and in selected Epistles of St. Paul.

Daily, 6:00—7:15 p.m., L 304

Prof. John P. McNamara, S.J.

S Th 22e—THE INNER LIFE OF THE CHURCH (2)

A study of the Church as the Mystical Body of Christ; supernatural faith; and the Holy Trinity.

Daily, 8:00—9:15 p.m., L 304

Prof. Daniel J. Foley, S.J.

S Th 41—DOGMATIC THEOLOGY I (2)

A study of God the creator; divine providence; man and his destiny; original sin; Jesus Christ, God and man.

Daily, 10:20—11:35 a.m., L 215

Prof. Miles L. Fay, S.J.

S Th 42—DOGMATIC THEOLOGY II (2)

A study of Jesus Christ, priest and redeemer; Mary, Mother of God; sanctifying grace and actual grace; and the supernatural virtues.

Daily, 11:45 a.m.—1:00 p.m., L 215

Prof. Leo P. O'Keefe, S.J.

S Th 43e—DOGMATIC THEOLOGY I AND II (2)

A study of God the creator; divine providence; man and his destiny; and original sin. A study of Jesus Christ, God and man; Jesus Christ, priest and redeemer; Mary, Mother of God; sanctifying grace and actual grace; and the supernatural virtues.

Daily, 6:00—7:15 p.m., L 315

Prof. Joseph E. Shea, S.J.

S Th 103—SACRAMENTS I AND II (2)

A study of the sacramental system; the sacraments of baptism, confirmation, and orders; sin and repentance; and the sacraments of penance and extreme unction; a study of Christian marriage; the sacrament of the Eucharist; the Eucharistic Sacrifice; death and judgment; eternal punishment; and Heaven, the Church Triumphant.

Daily, 11:45 a.m.—1:00 p.m., L 204

Prof. Maurice V. Dullea, S.J.

THE GRADUATE SCHOOL OF BUSINESS ADMINISTRATION

JOHN E. VAN TASSEL, JR., *Associate Dean*

Office—Fulton 306

The Graduate School of Business Administration will offer an eight week summer term beginning June 1st. Each student may enroll for one course which shall meet on Monday and Thursday evenings. For further information on courses, content, and eligibility contact:

Mrs. Marie L. Marsh
Graduate School of Business Administration
Boston College
Chestnut Hill, Massachusetts 02167

SOPHIA UNIVERSITY: 1964 SUMMER SESSION IN ASIAN STUDIES

Sophia University, conducted by the Jesuits and staffed by the largest international faculty in Japan, will offer in 1964 its fourth summer program in Asian studies designed especially for teachers in grade and high school and for collegians desirous of studying a major Asian culture on the spot. The program includes thirty days of intensive study at Sophia University's campus in Tokyo, Japan, from July 6 to August 9, plus study-observation tours into the cultural centers of Japan and southeast Asia, starting August 9.

Courses and Staff (All 3-credit courses) (All instruction in English)

Modern History of the Far East

**Rev. Paul FitzGerald, S.J.
(formerly Dean of the Boston
College Graduate School)

Contemporary China

Prof. to be announced

Contemporary India

**Rev. Edward D'Cruz, S.J.

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Robert Robert Ballon, S.J.

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Costs

The *basic cost* of \$1,093 includes round-trip air transportation from San Francisco to Tokyo; an individual room in one of Sophia's modern residences (on-campus for men, nearby off-campus for women); three meals daily; costs of all tours in and around Tokyo except one optional tour on July 19-20; tuition for as many as six credits.

Study-observation Tours

a) within Japan: \$155—10 days; b) within Japan, with extension to Hongkong, Taiwan: \$362—14 days; c) round-the-world, including Kyoto-Nara, Hongkong, Calcutta, Madras, Baghdad, Beirut-Damascus, Rome: \$879—21 days.

Included are all transportation costs; room on a two-to-one basis except for one segment of trip within Japan when three will share a room; all meals within Japan, two meals outside of Japan; all excursion fares and tickets.

Further information and Application Blanks:

Sophia University Associates or
45 East 78th Street
New York 21, New York

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Summer Session Office
7 Kioi-cho Chiyoda-ku,
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JESUIT EDUCATIONAL ASSOCIATION

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Ohio	John Carroll University, Cleveland Xavier University, Cincinnati
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Wisconsin	Marquette University, Milwaukee

BOSTON COLLEGE 1964-1965

GENERAL DIRECTORY

MICHAEL P. WALSH, S.J.

President

THE COLLEGE OF ARTS AND SCIENCES

Chestnut Hill, Mass. 02167

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THE GRADUATE SCHOOL OF ARTS AND SCIENCES

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